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ABSTRACT

This guidebook is designed to help principals, teachers, staff, parents, and students develop an emergency guide for their school. Besides preparing a response plan, emergency planners must identify hazards, conduct drills, and involve the school community in planning to provide care and shelter for students until they can be reunited with their parents. An effective program includes training, exercises, and classroom discussions and activities. An individual school emergency plan is necessary because: (1) an emergency or disaster could occur without warning and during school hours; (2) this event could trigger other hazards; (3) transportation routes, telephone communications, and other utility services could be disrupted; and (4) medical, fire, and rescue personnel could be severely overtaxed and unable to respond to every affected school for several hours. Individual school communities must be capable of relying on their own resources until outside help is available. Following a brief introduction, the remaining nine sections treat the emergency planning process, hazard identification, drills, immediate response care requirements, communication, postemergency shelter planning, school bus planning, and planning for bomb threats and civil disturbances. Appendices contain planning forms and worksheets, a teacher's package on drills, safety information, and information on children in disasters. (MLH)

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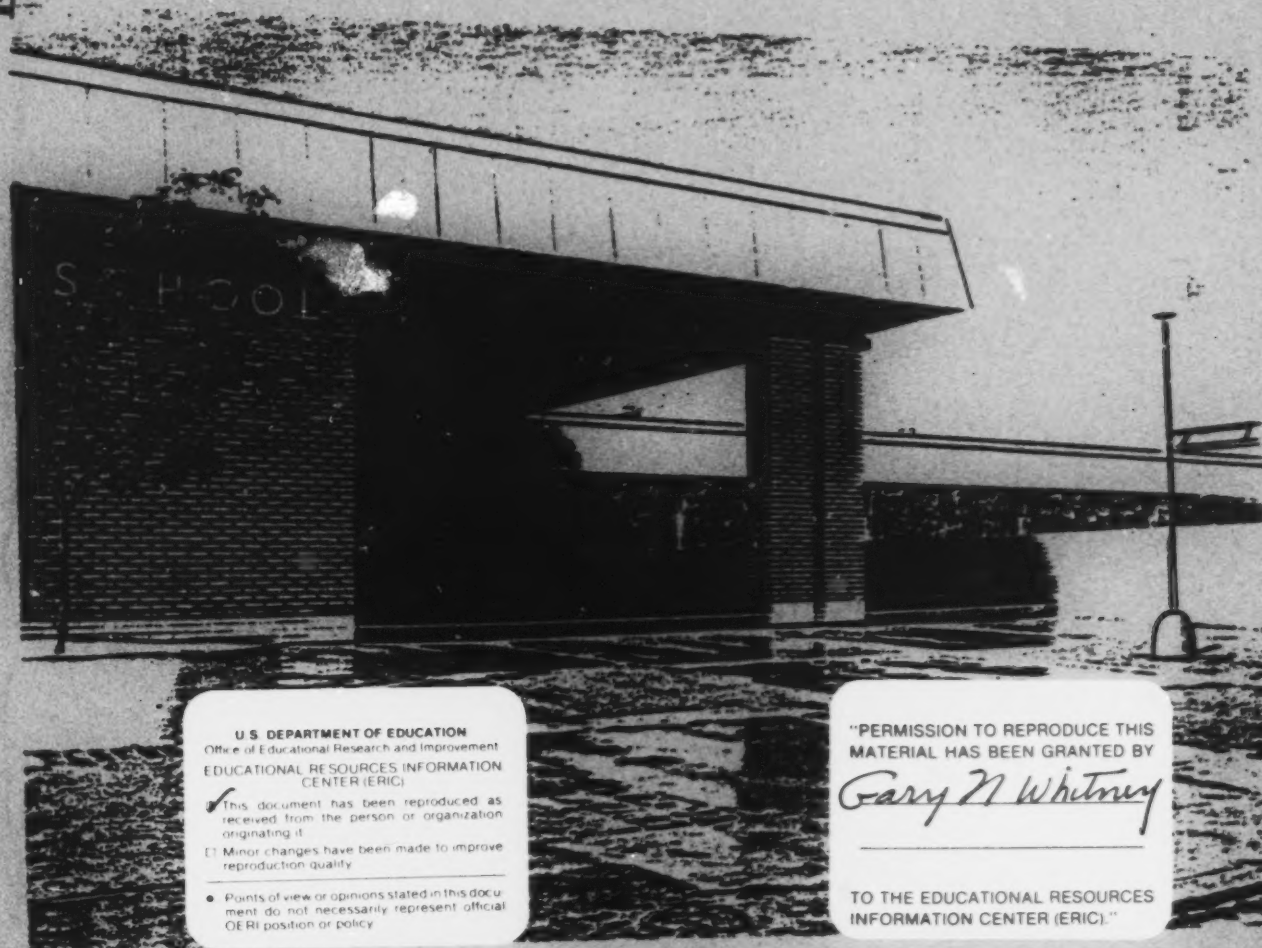
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EMERGENCY PLANNING GUIDE

FOR

SOUTH DAKOTA SCHOOL ADMINISTRATORS

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Department of Military and Veterans Affairs

Division of Emergency and Disaster Service

School Administrators of South Dakota

South Dakota Parent Teachers Association

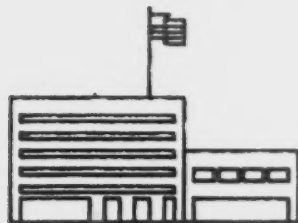
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SECTION 1

INTRODUCTION



INTRODUCTION

This guidebook is designed to assist the school community of principals, teachers, staff, parents and students in developing and/or tailoring an emergency guide for their school.

An emergency plan involves more than preparing a response plan. It is an ongoing activity that includes identifying the hazards in your school, conducting drills, and involving teachers, parents and students in developing a plan for providing students with care and shelter until they can be reunited with their parents. An effective program includes training and exercises, as well as classroom discussions and activities to help students understand the importance of taking actions. The need for an individual school emergency plan and an effective response plan is based on the following assumptions:

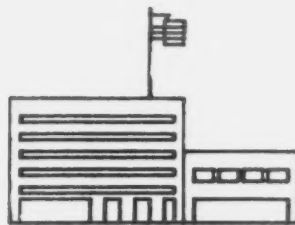
- * An emergency or disaster can occur without warning and during school hours.
- * This event could trigger other hazards.
- * Transportation routes, telephone communications and other utility services could be disrupted.
- * Medical, fire and rescue personnel could be severely overtaxed and may not be able to respond to every school within the affected area for several hours.

Individual school communities should prepare to be self-sufficient, capable of relying on their own resources to protect and care for the school population until outside help is available. This guidebook provides the foundation for developing this capability. It is intended to be used by the School Superintendents, College Presidents, School Principals and a committee of faculty, parents and students as a guide and workbook for developing action plans for their school's safety program.

Because emergencies or disasters do not occur frequently, the extra time it takes to plan for events is often weighed against the "odds" that it will not occur here or that it will not happen while this school is in session. Planning issues in this guidebook apply to hazards such as fires, floods, tornadoes, hazardous material, winter storms, technological occurrences and nuclear incidents. Therefore, the time you spend on planning is well spent in enhancing your local school emergency plans.

SECTION 2

PLANNING PROCESS



THE PLANNING PROCESS

The following is taken from Article 24:03, School Accreditation:

"Section 24:03:04:08:01." Disaster Plan and Drills. Each school board or governing body shall prepare a written plan for the safety of pupils under its jurisdiction and shall conduct fire, tornado and other disaster drills in accordance with such plan. The plan shall be filed in the office of the local superintendent and shall provide for the following:

- (1) A system for updating the plan to accommodate changes in physical facilities and pupil placement;
- (2) Provisions that in addition to the required fire drills, disaster drills be conducted at least two times a year in cooperation with disaster or civil defense agencies and officers in each building housing pupils to assure familiarity with the disaster plan;
- (3) Through instruction of all principals, teachers, other school staff and pupils with respect to duties under the disaster plan; and
- (4) The maintenance of a record of all drills conducted by each superintendent or their authorized representative showing the dates and the time required to move pupils and personnel to designated area.

The superintendent of education may conduct disaster drills at any school, public or non-public, in order to test the effectiveness of the warning system and the disaster plan.

Source: 5 SDR 110, effective July 5, 1979; 11 SDR 96, 11 SDR 112, effective July 1, 1985; transferred from 24:03:08:03, 12 SDR 22, effective August 21, 1985

General Authority: SDCL 13-1-12

Law Implemented: SDCL 13-2-12, 13-3-25

Cross Reference: Evacuation drills required, 61:13:13:01

The planning approach described in this section is one way to work toward developing action plans. The best way to proceed, however, is your way. Consider the steps in this section as suggestions to help you get started. These steps cover:

- * Generating interest
- * Recruiting support
- * Dividing planning activity into manageable components
- * Developing a simple outline for your program
- * Identifying planning issues
- * Recommending strategies for resolving planning issues
- * Preparing committee work plans

Take one step at a time. As you move forward, each action you take to increase safety planning in the school will be worthwhile. Benefits derived from your efforts will extend beyond the school setting into the home and community. The preparations learned and practiced by staff members, students and parents will help these individuals cope more effectively - no matter when or where an emergency occurs.

STEP ONE

GENERATING INTEREST

If an emergency or disaster took place during school hours, would administrators, faculty, students and parents know how to react appropriately? Or would there be uncertainty, confusion and needless injuries?

The following assumptions, and the problems they are likely to cause, reflect the current state of preparedness at most schools. This account is offered to help you generate interest in the need to prepare all members of the school community to cope with the problems safely and effectively during and following an emergency or disaster.

EMERGENCY PLANNING

In many communities, emergency response plans are prepared on the assumption that the schools will look after themselves. In these same communities, school plans are generally developed on the assumption that essential services and emergency assistance will be provided by community agencies. Emergency plans are often based on the assumption that water, gas, electricity, food supplies, communications and transportation systems will remain available and operative.

Little effective attention has been given to the necessity for self-sufficiency and the state of isolation that could realistically confront schools in case of a major disaster.

TEACHER TRAINING

It is generally unclear just what teachers are expected to do in an emergency or disaster. Teachers are untrained for some of the responsibilities most often expected of them. For example, it is assumed that teachers will give first aid in an emergency, but few teachers are trained in first aid and there is usually no requirement for such training. Further, teachers are not systematically briefed on either the many problems that must be dealt with in case of an emergency or disaster, or the special needs of the students on such occasions.

It is often assumed that teachers will stay with their students in an emergency until parents arrive. Some parents, however, may not be able to reach the school for many hours. From the first hour following an incident, teachers will be torn between responsibilities toward their students and concern for their own families.

STUDENT EDUCATION

There is little evidence of programs for training students to understand and deal with hazards at school, at home or in the community. The defense that some students are frightened by thinking about danger could just as well be made against educating students for fire safety.

PARENT EDUCATION

The respective responsibilities and authorities of school personnel and parents in the case of an emergency are rarely addressed. Too often, school emergency plans provide, and/or parents assume, that students will be dismissed.

When incidents have occurred during school hours, major problems were created by anxious parents telephoning schools and flooding areas with vehicles seeking to remove their children. In some instances, traffic jams were so bad that no emergency vehicles could reach the schools.

Unfortunately, in many cases following an incident, school administrators have directed that students be allowed to go home or to be transported home. In many instances where students have been sent home, they have been alone because both parents work. Thus, the students are home alone and possibly in more danger than they would have been had they been kept at school. These and similar concerns reflecting your own state of preparedness, as well as your expectations of what could be accomplished, might be raised at faculty meetings, district-level conferences with principals, safety officers or board members and parent-teacher meetings at your school.

STEP TWO

RECRUIT SUPPORT

At the initial stage of your planning effort, you might form an informal steering committee (of two or three members) to recommend the course for your program. Once you have made a start, form a safety committee to get the program moving.

Members of this committee may include:

- * Principal, assistant principal, head teacher
- * Teachers with current first aid (EMT/CPR training certificate)
- * School secretary, nurse, custodian
- * Parent representatives
- * Student representatives

Recruit one or two committee members to chair meetings and coordinate planning activities.

As you go through this guidebook and begin to develop an emergency plan you may need to call on some technical experts for more information and advice. Example:

- * Local emergency service officials (e.g., fire department, police department, city emergency manager)
- * County Emergency and Disaster Service Coordinator
- * Department of Education and Cultural Affairs
- * Department of Military and Veterans Affairs, Division of Emergency and Disaster Service
- * Members of local civic organizations

A promising source of technical experts might be found in your current student body or alumni parents.

STEP THREE

DIVIDE PLANNING ACTIVITY INTO MANAGEABLE COMPONENTS.

The components of your school's emergency plan should reflect plans that will meet your expectation of what may be accomplished over a reasonable period of time.

Figure 1 is a list of possible program components that you may want to consider. Several of these components can further be divided into planning units.

- * HAZARD IDENTIFICATION
- * TORNADO DRILLS
- * TORNADO RESPONSE PLAN
- * BOMB THREAT
- * CIVIL DISTURBANCE
- + A set of procedures for:
 - A chain of command
 - Warning
 - Shelter
 - Student and staff safety (search and rescue, first aid, record keeping)
 - Building security (fire control, utilities check, damage assessment)
 - Communications (on and off-site)
- + Staff roles and responsibilities
- + Simple list of specific actions to be taken by all staff members during and immediately following a tornado.
- + Tornado Education
- + Training program (in-service workshop)
- + Shelter plans
- + Equipment and supplies

FIGURE 1

STEP FOUR

DEVELOP A SIMPLE OUTLINE FOR PROGRAM

At this stage of planning, a simple outline could include:

- * A statement of purpose, and
- * One long-term goal and one or two easily attainable short term goals.

STEP FIVE

IDENTIFY PLANNING ISSUES

The checklist and suggestions in Sections 3 through 7 will help you identify the planning issues and problems you want to consider in developing an action plan for reaching your goals.

A form for listing planning issues and ranking their priority is provided in Appendix A. This form, *Overview of Planning Issues* is offered as a planning tool to help you (1) select the issues you may want to consider now, and (2) set aside issues that can wait until you've gathered the energy and "people support" to address them.

STEP SIX

RECOMMEND STRATEGIES FOR RESOLVING PLANNING ISSUES

You've reached a point where you can be creative and imaginative. The process for generating strategies for resolving planning issues and problems can be an invigorating "brainstorming" session. If you decide to select this course, follow three rules:

- * Set a time limit for generating recommendations for each issue (five or ten minutes, depending on the number of participants.)
- * Impose no boundaries. Encourage creativity by advising participants that all recommendations are welcome, regardless of time or cost considerations.
- * Permit no discussion at this time. Discussion concerning the advantages and disadvantages of each recommendation would follow the brainstorming session.

The Overview of Planning Strategies form (Appendix A) could be used to record recommendations, then used to estimate the time and/or cost for carrying out each recommended action and fitting each action into immediate, short-term, or long-term schedules. Once you have weighed the advantages and disadvantages of each recommendation for one or more planning issues, select those you want to work on. Use of all planning forms provided in Appendix A is optional.

STEP SEVEN

PREPARE COMMITTEE WORK PLANS

Work plans or action plans are a good way to chart your course and your progress. This gives you an opportunity to record accomplishments of each task as an achievement. If you choose to take this step, translate your recommendations into planning objectives - statements of WHAT you intend to accomplish. You may wish to use the Committee Work Plan in Appendix A to add the HOW (tasks), the WHO (whoever has time), and the WHEN (deadline for completing each task).

Another option is to use the Safety Action Plan form (Appendix A) to display tasks and activities for each objective on a time line. This form could be modified to reflect several school years.

Your action plans and their time lines should reflect your expectations of what can be accomplished within a manageable time frame. For example, consider:

- * "No cost" actions that could be taken during the current school year, over a short (two or three years) term and over a long (four to six years) term.
- * Actions that could be phased into routine maintenance schedules, teacher's in-service training, or PTA agendas.
- * Actions that may require school district and/or school board approval.
- * Short term actions that have minimal cost.
- * Long term actions with school district or school board support.

THE FOLLOWING STEP-BY-STEP CHECKLIST presents an outline of the planning steps covered in SECTIONS 3 through 7 beginning on page 16-55 of this text. This broad overview may help you determine where to start and estimate what could be accomplished during your first year of planning.

STEP-BY-STEP CHECKLIST

SECTION 3: HAZARD IDENTIFICATION

- STEP ONE: Obtain or draw a map of the school and school grounds.
- STEP TWO: Identify potential hazards in classrooms.
- STEP THREE: Identify common hazards throughout school building.
- STEP FOUR: Identify potential hazards along building evacuation routes.
- STEP FIVE: Identify potential hazards in the neighborhood surrounding the school.
- STEP SIX: Vulnerability of your community.

SECTION 4: DRILLS

- STEP ONE: Hold staff meeting to discuss potential dangers and response actions.
- STEP TWO: Hold a special meeting or workshop with teachers to discuss student preparation activities.
- STEP THREE: Develop procedures for holding classroom drills.
- STEP FOUR: Determine and discuss procedures for evacuating the building. (Fire, hazardous material, tornado)
- STEP FIVE: Plan for the unexpected. (Alternate Routes)
- STEP SIX: Designate an outdoor evacuation assembly area.
- STEP SEVEN: Practice and evaluate the effectiveness of your drills.

SECTION 5: IMMEDIATE RESPONSE AND CARE REQUIREMENTS

- STEP ONE: Anticipate first-hour priorities.
- STEP TWO: Assess staff skills and identify training requirements.
- STEP THREE: Develop procedures and assign roles and responsibilities.
- STEP FOUR: Prepare simple response checklists for each staff member.
- STEP FIVE: Discuss and coordinate your plan with school district.
- STEP SIX: Inform parents of emergency plan and their role in an emergency.
- STEP SEVEN: Discuss emergency plan with students.
- STEP EIGHT: Exercise emergency response plan.

SECTION 6: COMMUNICATION

- STEP ONE: Determine on-site communication needs.
- STEP TWO: Determine off-site communication resources and develop reporting procedures.
- STEP THREE: Submit a copy of your communication plan to school district and local emergency response offices.
- STEP FOUR: Develop procedures for conveying emergency information to parents. (Include in this school closing if cancellation is initiated after students have been picked up or left for school.

A statement should also be included as to how students will be cared for.)

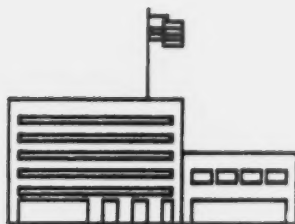
SECTION 7: SHELTER PLANNING

- STEP ONE: Develop a list of care and shelter planning assumptions.
- STEP TWO: Estimate the number of students requiring care and shelter.
- STEP THREE: Determine short-term care and shelter requirements.
- STEP FOUR: Identify additional requirements for long-term care and shelter.

SECTION 3

HAZARD

IDENTIFICATION



HAZARD IDENTIFICATION

This section is intended to help you identify potential hazards at your school. Regardless of your current capability to reduce hazards, simply knowing what to expect is the foundation of quality plans and procedures for conducting classroom and building evacuation drills and for preparing response and shelter plans.

Your hazard assessment should also consider the potential impact of a major disaster in your community and the probable hazards it could cause. This broad view will help you to anticipate extraordinary problems. For example, additional plans will be required should your school be located below a dam or near hazardous materials storage.

Checklists in this section cover:

- * Obtain or draw map of school and school grounds.
- * How to identify potential hazards in classrooms.
- * How to identify general hazards throughout school buildings.
- * How to identify potential hazards along building evacuation routes.
- * How to identify potential hazards in the neighborhood and community.
- * Determine vulnerability of your community to hazards.

As you identify potential hazards, put into perspective those you can eliminate, reduce or only anticipate. You'll discover that many hazards can be reduced substantially or even eliminated with little effort and no cost (e.g., removal of heavy objects from high shelves). Other hazard reduction measures might be phased into your routine maintenance schedule. Since the more costly measures are likely to compete with other budget items, you may wish to develop a plan to reduce a few hazards each year.

STEP ONE

Obtain or draw map of school and school grounds.

This combination plot map and floor plan will serve many purposes. It will be used to note potential hazards and the location of utilities, emergency equipment and supplies. Further, it will provide a basis for (1) establishing an evacuation route; (2) identifying a safe, open-space assembly area; and (3) developing procedures for conducting emergency response activities (e.g., search and rescue, damage assessment, etc.).

Mark clearly, by name, the location of classrooms, library, other activity rooms, restrooms, heating plant, hallways and all doors and closets.

In addition locate:

- * Main shut-off valves for water and gas or fuel oil
- * Electrical power master switch
- * Stoves, heating/air conditioning equipment
- * Chemical storage and gas lines in laboratories
- * Hazardous materials stored by custodians
- * Portable, battery-powered PA equipment/radios/lighting
- * Fire extinguishers
- * First-aid equipment
- * Outside water faucets/hoses
- * Overhead power lines
- * Sewer lines
- * Underground gas/fuel lines

As you work through this and subsequent steps, make a list of your information needs, such as the locations of sewer and underground gas and fuel lines. Then contact the appropriate information source(s) in your school district or community (e.g., the fire department or public works office).

STEP TWO

Identify potential hazards in classrooms.

The checklist below will help you identify common classroom hazards that can be reduced or eliminated at little or no cost. You may wish to task a subcommittee to survey each classroom or you may decide to ask classroom teachers to conduct their own hazard assessment. The Classroom Hazard Inventory form (Appendix A, page 73) can be used with either approach.

- ☐ Free-standing cabinets, bookcases and wall shelves secured to a structural support?
- ☐ Heavy objects removed from high shelves?
- ☐ Other hazardous displays located away from seating areas?
- ☐ TV monitor securely fastened to a securely fastened platform?
- ☐ TV monitor securely fastened to a portable cart with lockable wheels?
- ☐ Pianos secured against rolling?
- ☐ Wall-mounted objects secured against falling?

STEP THREE

Identify common hazards throughout school buildings

- ☐ Are toxic, corrosive and flammable materials securely stored to withstand falling and breaking?
- ☐ Are warning signs posted in areas housing hazardous materials?
- ☐ Are appliances (e.g., water or space heaters) securely anchored?
- ☐ Are fire extinguishers checked annually (or in accordance with fire code requirements)?
- ☐ Are office file cabinets secured against falling; do file drawers have adequate latches to prevent contents from spilling?
- ☐ Are light fixtures adequately supported?
- ☐ Are windows "safety" glass?
- ☐ Are "portable" buildings properly tied to foundation or anchored?
- ☐ Are automatic gas, water, and fuel shut-off valves installed?

STEP FOUR

Identify potential hazards along evacuation routes

The key to developing procedures for a quick and orderly evacuation is a thorough assessment of the hazards likely to be encountered enroute from classroom and other activity rooms to safe, open-space areas. Help with this assessment and subsequent planning steps may be obtained from your local Fire Department or County Emergency Services/Civil Defense Director or Coordinator.

- ___ Do hallways or doors contain glass panels?
- ___ Are these panels of safety (tempered) glass?
- ___ Do lockers, bookshelves and other storage units line hallways? Hallways may be cluttered with debris from ceilings, fallen light fixtures, broken glass and toppled storage units. Students should be advised to anticipate these hazards.
- ___ Is lighting dependent on electricity rather than sunlight?
If the lighting system fails in enclosed hallways or stairways, resulting darkness will make it difficult to navigate safely. If emergency (battery-powered) lights are available, be sure to secure them against falling.
- ___ Does your school building have elevators?
Post signs near elevators prohibiting their use in the event of fire, tornado or earthquake.

___ Do building exit routes pass through arcades, canopies or porch-like structures? Columns supporting arcades or porches may fail and roof overhangs may sag or fall.

___ Are clay or slate tiles on roofs of school buildings?

THE GREATEST DANGER EXISTS DIRECTLY OUTSIDE BUILDING EXITS. STUDENTS SHOULD BE CAUTIONED TO MOVE QUICKLY PAST THESE HAZARDOUS AREAS.

___ Are gas, sewer and power lines near outdoor assembly areas?

STEP FIVE

Identify potential hazards in the neighborhood surrounding your school

Locate the following potential hazards on a street map available from your city's planning office, public works office or chamber of commerce.

- ___ Facilities containing toxic, chemically reactive, radioactive materials (manufacturers or users; e.g., gas stations)
- ___ High-voltage power lines (buried or overhead)
- ___ Transportation routes or vehicles carrying hazardous materials (e.g., highways, railroad tracks, airport approach patterns)
- ___ Major underground gas and oil pipelines
- ___ Underground utility vaults and above-ground transformers
- ___ Multi-story buildings vulnerable to damage or collapse
- ___ Water towers, water tanks

Many of the above potential hazards are not readily apparent. Help in identifying their location may be obtained from your fire department, city/county public works office, county emergency disaster service or civil defense director/coordinator.

STEP SIX

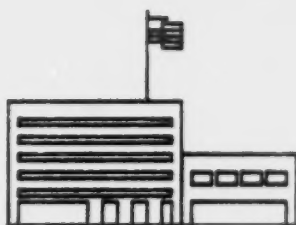
Determine vulnerability of your community to the following hazards

- | | | |
|-------------------------------------|--|--|
| ☐ Flooding | ☐ Landslides | ☐ Tornado |
| ☐ Fire | ☐ Heavy Rain | ☐ Winter Storms |
| ☐ Drought | ☐ High Winds | ☐ Power Outage |
| ☐ Earthquake | ☐ Technological | ☐ Other |

Sources of information about your community's vulnerability may be available from the county emergency disaster service or civil defense director/coordinator. A vulnerability history has been done that identifies significant hazards that affect the county. Another source of information is from people that have lived in the community for 40 to 50 years, or from the local newspapers or maintained weather files.

SECTION 4

DRILLS



DRILLS

Because emergencies or disasters strike without warning, life protecting actions must be taken immediately at the first indication of danger. There will be little time to think through what to do. Therefore, preparedness measures are very important. Their purpose is to help students and staff learn how to REACT immediately and appropriately.

The essential components of drills are classroom discussions, demonstrations and exercises designed to help students learn and practice WHERE to seek shelter, and HOW to protect themselves.

Effective drills simulate (1) actions to be taken during an actual event and (2) actions to be taken after an incident. Building evacuation is not just for fire. Planning needs to be in place for tornado, building collapse, armed intruder, toxic gas release or report of a bomb. Planning is needed so that in the event of an emergency, within the school area, evacuation and relocation of students could be accomplished for their safety.

This section will help you determine:

- * What dangers to expect.
- * What action to take.
- * How to conduct drills.
- * How to develop procedures for evacuating the school.
- * How to practice and evaluate the effectiveness of your drills.

STEP ONE

Hold staff meetings to discuss dangers and response actions.

This step is intended to help you emphasize the need for safety planning to all school administrators, teachers, secretaries, custodians and other support personnel.

At this meeting, give staff members an opportunity to express and discuss their concerns about personal safety. Encourage them to prepare their families to cope safely and effectively during and following an incident, especially if family members are separated when the event occurs.

What to Expect During an Emergency or Disaster

The first indication of a potential problem may be a warning signal. However, not all incidents will allow time for a warning to be given. The first indication could be the loss of electricity, hearing high winds, an explosion or a rumbling. Whichever indication you receive, it requires a safe and reasonable action to mitigate the potential danger to your educational community.

It is important to take action at the first indication. A warning system should be in place to alert you of potential danger within the community. However, warnings do not always precede an event. General policies should be made so that if it is a question of safety, the appropriate action will be taken.

Response Guidelines

During an emergency or disaster, what is done within the first few moments may determine the survivability of the incident.

Emergency preplanning should indicate what will be done by the staff within each planned incident. An example would be: Smoke and the smell of burning products, would indicate a possible fire. Does this require the incident be reported to the principal for further investigation or does the staff person have the authority to initiate an alarm? Another example: a funnel cloud is observed outside the classroom window. Does the teacher wait until the tornado alarm is sounded, is the sighting reported to the office or does the teacher initiate the Tornado Plan?

It is important to have these actions defined and included within your emergency plan. You may want to have separately defined the action that will be taken when indoors and outdoors.

Indoors, move away from windows, shelves and heavy objects that could be propelled. Take cover under desks or tables. In halls, stairways or other areas where no cover is available, move to interior walls. In laboratories, all burners should be extinguished, if possible, before taking cover. Stay clear of hazardous chemicals or the chemical closet or storage area.

Outdoors, depending upon the incident, one should look for overhead power lines, out buildings that are not fastened to the ground, and other objects that could become part of the action. Actions to be taken depend upon the incident that is occurring.

STEP TWO

Hold a special meeting or workshop with teachers to discuss student preparation activities.

Give each classroom teacher a copy of the Teachers Package on Drills (page 79). This package contains information on the various dangers and response actions that will be taken. It will help teachers prepare their students to understand the importance of taking immediate safe actions.

The Teachers Guide may also include a number of classroom activities and simulation exercises designed to reduce anxiety and increase the student's confidence in their ability to cope in an emergency.

An emergency or disaster may not occur during the childhood of your students. However, the safety lessons they learn at school will stay with them. If your scope of your safety program is limited and the most you can do is conduct drills, you will make a difference.

STEP THREE

Develop a procedure for holding classroom and school drills.

The following drill is an example of a response action to take in the classrooms. The tornado drill includes evacuation to a safe, open-space area or pre-designated holding area. In the event of an actual tornado, building evacuation takes place AFTER the tornado has passed.

Sample Classroom Tornado Drill

OBJECTIVE: During a tornado drill or at the first sign of a tornado signal, students demonstrate their ability to react immediately and appropriately.

IF TIME PERMITS: EVACUATE CLASSROOM IN ORDERLY MANNER TO INTERIOR HALLWAY, TURN AWAY FROM WINDOWS. IF EVACUATION IS NOT POSSIBLE; TAKE SHELTER UNDER DESK OR TABLES, LISTEN FOR INSTRUCTIONS.

Following the teacher's command, students will:

1. Immediately take appropriate action to TAKE COVER.
2. Remain in shelter position until all clear signal is given.
3. Be silent and listen to instruction.

During the drill, teacher's will:

1. Take cover.
2. Talk calmly to students.
3. Review procedures for evacuating classroom, hallway or shelter areas.

STEP FOUR

Determine and discuss procedures for evacuating the building.

Building evacuation following the event may be necessary and is IMPERATIVE when the possibility of secondary hazards, such as explosions and fires exist.

Through repeated fire drills, your students undoubtedly have demonstrated their ability to exit the school building in a quick and orderly manner. It is, however, difficult to estimate how long it will take or how hard it will be for students to maneuver to safety through the debris that may have fallen in their path.

Because surprises lead to confusion and anxiety, students and staff should be told what to expect and how to navigate safely. It is important that they also assemble in a pre-designated area. It is also important to emphasize that evacuation takes place only after the incident has passed. Evacuation should be practiced as an extension of classroom "take cover" drills.

- ___ Have you determined who will give the command to evacuate the building?
- ___ Have you determined how the evacuation command will be given if the PA system is not working?
- ___ Do classrooms exit into an enclosed common hallway?
- ___ Does your evacuation route coincide with the route used during fire drills? If not, discuss this with the fire department.
- ___ Have you identified potential hazards along building evacuation routes?

STEP FIVE

Plan for the unexpected.

Identify all possible emergencies you might have to handle during an evacuation and generate alternative response procedures. For example, discuss what to do IF:

- * The power fails.
- * The doors jam.
- * An alternative exit route must be sought.
- * Hallway and stairway are littered with debris.
(Do your fire drills occasionally simulate blocked corridors?)
- * There's smoke in the hallway.
- * Students are injured and cannot be moved.
- * Evacuation takes place during inclement weather. (Are sheltered areas available to place students?)

STEP SIX

Designate outdoor evacuation assembly area.

Locate a safe assembly area on the school site map.

- ☐ Is this area away from overhead power lines?
- ☐ Is this area away from underground gas and sewer lines?
- ☐ Should evacuation occur in subzero weather, is assembly area nearby buildings sufficient to house students?

Evacuation routes and outdoor assembly areas should be the same as the fire drills to avoid confusion. However, alternative areas of assembly should be identified and this information shared with emergency response personnel.

STEP SEVEN

Practice and evaluate effectiveness of your drills.

- ☐ Are all students and staff familiar with the "drop and cover" procedure?
- ☐ Have all students demonstrated their ability to take immediate and correct actions?
- ☐ Do teachers take cover with the students during drills?
- ☐ Is there sufficient shelter space under tables, desk and counters for all students?
- ☐ Do all students know how to protect themselves if no shelter is available?
- ☐ Are students encouraged to be silent during drills?

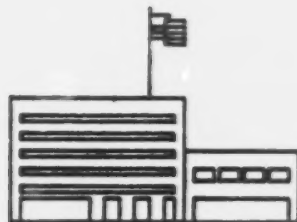
- ___ Are teachers prepared to remain relatively calm and reassure their students?
- ___ Are students evacuated from classroom to safe outdoor areas following a simulated drill?
- ___ Does your building evacuation procedure consider an alternate assembly area for inclement weather?
- ___ Do teachers remember to take class roster and response checklist to outdoor assembly area during drills.
- ___ Has the maintenance staff and all others assigned response duties practiced their roles during your drills?
- ___ Have students been given ample opportunity to discuss their fears and concerns about reacting to emergencies or a disaster?
- ___ Have evacuations been considered should the evacuation be called for as students are changing classrooms?
- ___ Have students been instructed on how to help each other?
- ___ Have parents been informed about your safety procedures?
- ___ Have teachers and other staff members been encouraged to prepare their families to cope effectively during and after an emergency or disaster?
- ___ Has your school identified a "Critical Stress Debriefing Team" locally to work with staff, students and families after an incident. (NOTE: Not just emergency or disaster incidents, but suicide or accidental death.)

SECTION 5

IMMEDIATE RESPONSE

AND

CARE REQUIREMENTS



IMMEDIATE RESPONSE AND CARE REQUIREMENTS

A major incident will cause widespread damage and may trigger other dangers such as fires and the release of hazardous materials from on-site or in-transit containers. Local emergency personnel will be severely overtaxed. It may be several hours before they are able to respond to every school within the affected area or community.

Your responsibility is to ensure the care and safety of students during the immediate aftermath of an incident, especially if the incident is critical. First aid must be provided. The whereabouts of every student must be known. Small fires must be extinguished before they get out of hand, and utility systems must be secured.

THERE IS NO GUARANTEE THAT EMERGENCY MEDICAL OR FIRE PERSONNEL WILL BE ABLE TO RESPOND TO YOUR SCHOOL DURING THE FIRST HOUR FOLLOWING MAJOR INCIDENT.

Because an incident occurs without warning, there will not be time to read through a shelf plan before designating roles and responsibilities. This section addresses how you can prepare to carry out effective first-hour emergency response actions.

It covers:

- * What to anticipate.
- * How to evaluate staff resources and training needs.
- * What to include in your emergency response plan.
- * How to facilitate immediate action.

STEP ONE

Anticipate first-hour priorities.

During the first hour after an emergency, the administration, faculty and other staff members must handle many important tasks:

- * Attend to the first-aid needs of injured students and school personnel.
- * Account for all students.
- * Locate missing students and personnel.
- * Identify areas of collapse where students or staff may be trapped.
- * Extinguish small fires before they get out of hand.
- * Check damage to utility systems and appliances; if necessary shut off main power, gas, and water.
- * Seal off and mark areas where hazardous materials have spilled.
- * Calm and reassure frightened students.
- * Keep records of students released to parents or other authorized persons.

Determine who does what, where and how as you work through the steps in this section. The key to effective response is thoughtful preparation that includes planning, training and practice. Base your initial preparation efforts on your current capabilities. Plans and procedures can then be steadily upgraded as you gain new skills and resources.

STEP TWO

Assess staff skills and identify training requirements.

Many of the actions identified in Step One require special knowledge and training. The following checklist and suggestions will help you determine and improve the current capability of your staff to carry out emergency responsibilities.

- * How many faculty and staff members are trained in first-aid to including CPR? _____
- * Do you keep an up-to-date list of teachers and others certified as Emergency Medical Technicians (EMT's) or CPR Instructors with current certification?
_____ EMT's _____ CPR Certified
- * How would you provide or enhance first-aid training for faculty and staff:
Recommendation(s) _____

- * Is first-aid training provided for students? _____
If yes, what grades? _____
- * How could you increase first-aid knowledge of the student population?
Recommendation(s) _____

- * Do you have procedures for checking gas leaks, turning off utilities (if necessary) and extinguishing small fires?
Recommendation(s) _____

- * How many faculty and staff members are trained in fire abatement? _____
- * How many faculty and staff are members of a volunteer fire department? _____
- * How would you provide or enhance fire safety training?
Recommendation(s): _____

| Discuss with your local fire department how a program for |
| training teachers and students could be developed. Course content |
| could include fire detection methods, proper use of fire extinguish- |
| ers and appropriate response to fire and smoke. |

- * Do you have procedures for dealing with hazardous materials spills? _____
- Recommendations(s): _____

| When you encounter a hazardous materials incident, the safest |
| procedure involves sealing off the area and restricting entry to |
| the building until professionals can assess hazards and carry out |
| cleanup operations. If this involves an incident near the school, |
| it may mean that evacuation of the building will be required. |

- * Are any staff members trained to carry out search and rescue? _____

Recommendation(s): _____

| The purpose of search and rescue is to locate and free people |
| trapped in damaged buildings. |

| Invite a representative from your local fire department (or a |
| business/industry safety officer) to one of your planning meetings |
| to discuss how the school staff can carry out basic search and |
| rescue operations. Topics to consider include: |

- | * Developing a method of systematically searching every room |
| and cubby hole for missing staff and students. |
- | * Coping with anticipated and unanticipated hazards such as |
| flooded basements, live electrical lines and leaking gas. |
- | * Determining when rescue should not be attempted, when |
| trapped and/or injured people should not be moved. |

| It may also be necessary after the incident to locate and |
| recover critical equipment and supplies. |

- * Would your faculty be able to reduce students' anxiety and fear during this period? _____

Recommendation(s): _____

- * Have your faculty and staff taken steps to prepare their own family plans? _____

STEP THREE

Develop procedures and assign roles and responsibilities.

Your Emergency Response Plan should include:

- * Chain of Command (principal, vice principal, head teacher).
- * The local authority responsible for directing emergency response activities.
- * A set of procedures and assignments for:
 - ___ First Aid.
 - ___ Search and Rescue.
 - ___ Student safety and security.
 - ___ Building safety and security.
 - ___ Communications (see Section 6, page 44).
- * The location of outdoor:
 - ___ First-Aid station.
 - ___ Command and communications station.
 - ___ Student assembly area to include alternates.
 - ___ Student release station.
- * An inventory and map designating the location of emergency equipment and supplies, utilities shutoff and hazardous material storage areas.

STEP FOUR

Prepare simple response checklist for each staff member.

The first hour actions listed in Step One require immediate attention. There will not be time to read through a shelf plan before designating roles and responsibilities. Therefore, to facilitate immediate action, reduce your procedures to brief and specific lists of priority action to be taken by each staff member. Post checklists near exit doors of offices, classrooms, library, cafeteria, etc. At appropriate locations, post a checklist for securing utilities and sealing off sites of hazardous materials spills.

Consider devising a way for everyone to quickly identify individuals in primary response roles (command, first aid, attendance monitor, etc.). Different colored vests, for example, adds to visibility. Also consider attaching response "action cards" to the vest as backup information.

STEP FIVE

Discuss and coordinate your plan with school district and local emergency services officials.

STEP SIX

Inform parents of your response plan and their role in an emergency (see Section 6).

STEP SEVEN

Discuss response plan with students.

Determine and discuss with students their roles and responsibilities. For example, students should be told why it is important to remain on school grounds, how you will care for them and what they can do to help.

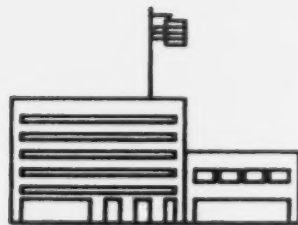
STEP EIGHT

Exercise your response plan.

The surest way to increase your capability to carry out emergency response actions is to practice them. Conduct school-wide drills at least twice a year. At least once a year, include an exercise and test of staff roles as part of your drills. One of these drills should also be initiated while students are changing classes. This brings up questions such as: who is in charge; do the students go to the next class or evacuate; who is the supervisor?

SECTION 6

COMMUNICATION



COMMUNICATION

Following an emergency or disaster, all systems of communications that are dependent on electrical power or telephone lines may be partially or totally disrupted for several hours. An effective communication plan addresses this problem and presents alternate ways to receive and transmit messages.

If parents are not aware of your emergency plans, they are likely to risk their own safety and impede the operation of your response plan to retrieve their children. A plan for communicating with parents before and after an emergency is critical. It may not eliminate the problem, but it will help to reduce congestion, confusion, and anxiety.

This section addresses both issues:

- * How to determine alternate on-site and off-site communication needs.
- * How to convey emergency information to parents.

STEP ONE

Determine on-site communication needs.

- ___ Emergency back-up power for intercom system.
- ___ Battery-powered megaphone/bullhorn to transmit information to students and staff.
- ___ Battery-powered portable radios (or car radios) to receive information from emergency officials.
- ___ Battery-powered walkie-talkies to communicate to groups in assembly areas and with search and rescue teams.
- ___ Signaling devices (such as whistles).

STEP TWO

Determine off-site communication resources and develop reporting procedures.

Depending upon the level of severity of the emergency or disaster, telephone service may be partially or totally disrupted. Disruption of service may also be caused by overloaded circuits.

If your school has a back-up radio communication system, or if you have pre-arranged communications support from volunteer radio operators (e.g., hams), work with your district emergency and disaster service office (civil defense) to develop reporting procedures.

- * Ensure that your reports are clear and accurately reflect the condition of the school population, school buildings and neighborhood. (See Emergency Status Report, Appendix A, page 65)
- * Each telephone/radio communication should be brief and concise to enable school district or emergency personnel to complete their survey of schools in as little time as possible. Their need is to assess conditions at all schools, determine priorities and send help where it is most urgently needed.
- * Schools that have buses equipped with two-way radios, should also consider training specific students to operate the radio. In the event the driver becomes incapable of using the radio, students aboard the bus would be able to communicate emergency needs as required.

If there is no way for you to communicate with the outside, your pre-planning should assume that a ground reconnaissance team will survey the area, or in unusual circumstances, possibly an aerial survey by plane or helicopter may be made. (Winter storm?)

- * With school district and local emergency service personnel, devise a visual signal system for all schools in the area. For example, use various colored flags, plastic or canvas panels to signify the type of help needed: medical, rescue, personnel, and one to signify "we're O.K." This should also apply to schools that have buses.

STEP THREE

Submit a copy of your communications plan to your school district and local emergency response offices.

All communication plans should be coordinated with the school district and with primary emergency personnel in your community.

STEP FOUR

Develop procedures for conveying emergency information to parents.

If parents are not repeatedly made aware of your safety policies:

- * Expect a flood of telephone calls (if the system is working).
- * Expect a major traffic jam in front of your school.
- * Expect unauthorized persons (neighbors, friends, etc.) volunteering to take students home.

At the beginning of each academic year, parents should be advised of the school's emergency plans and of your safety policies. These policies and the rules you expect parents to follow should be firmly stated at parent meetings and in frequent letters to parents. Your "Letter to Parents" might include the following:

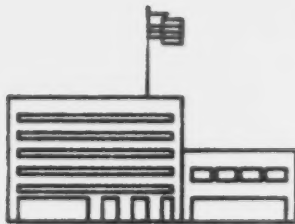
IN THE EVENT OF AN EMERGENCY OR DISASTER

- * No student will be dismissed from school unless a parent (or individual designated by a parent) comes for them.
- * No student will be allowed to leave with another person, even a relative or baby-sitter, unless they have written permission to that effect or that particular person is listed on the student's emergency card in our files. With this in mind, if student's card is not up to date, please request a new card.
- * All parents, or designated parties, who come for students must have them signed out at the office or at the temporary Student Release Station, which, if the school building is unavailable, will be the _____. (designate location)

- * If the student is a bus passenger when an emergency incident occurs, it is suggested that the student be taken to the school and not returned home unless the school and bus driver are sure that a parent is at home. The bus driver should take the student to the door and inform parents of the situation. If no parent is at home, it is recommended that the student be brought to the school or other suitable location under control of the school until a parent can be advised. Under no circumstance, no matter what the distance to the home, will a student be dropped off and allowed to walk to the house. If the bus cannot make it into the driveway, the student should remain on the bus and be returned to the school. (Primarily for winter operations)
- * We are prepared to care for your children in times of critical situations. If you are not able to reach the school, we will care for your child here. We have a number of people with first aid certificates and we will be in contact with various local emergency services.
- * We do ask for your help in the following areas:
 - ___ DO NOT call the school - we must have the lines open for emergency calls.
 - ___ DO NOT immediately drive to the school following an emergency -- streets and access to our school may be cluttered with debris. The school access route and street entrance areas must remain clear for emergency vehicles.
 - ___ DO turn your radio to _____ or _____ on the A.M. dial or _____ on the F.M. dial. Information and directions will be given over the radio.

SECTION 7

POST-EMERGENCY SHELTER PLANNING



POST-EMERGENCY SHELTER PLANNING

Within a few hours, most parents will have come for their children. However, some parents may be unable to reach the school for several hours because of damage to or debris on transportation routes. Some parents may be casualties.

Children should not be released to travel on their own. Even if they managed to arrive at home, how would they cope if no one was there; or worse, if their home was in the path of destruction.

This section provides suggestions for developing both short-term and extended care shelter plans. Section contents include:

- * How to develop care and shelter planning assumptions.
- * How to estimate the number of students requiring care and shelter.
- * How to estimate short-term care and shelter requirements.
- * What to consider in providing long-term care and shelter.

STEP ONE

Develop a list of care and shelter planning assumptions.

For example:

- * An emergency or disaster could occur at any time during the school day.
- * The short-term care and shelter period may extend up to three hours following normal dismissal time.
(Or consider winter operations)
- * The long-term care and shelter period may extend up to 24 hours.
- * The school population may be required to remain outdoors for an extended period.
- * Unfavorable weather conditions (e.g., extremely high/low temperatures, rain/snow) may occur during this period.
- * Expert judgment may be required to determine if buildings are safe for re-entry. Buildings must be inspected to determine:
 - ___ damage to utilities.
 - ___ fire hazards.
 - ___ hazardous materials spills.
 - ___ damage to non-structural components (e.g., fallen light fixtures and ceiling tiles, broken windows and pipes, etc.).
 - ___ damage to structural components (columns, beams, floor or roof sheathing, load-bearing walls, and foundations).

| In some cases (e.g., inclement weather), it may not be desir- |
| able or reasonable to hold the school population in an open area |
| over an extended period. School principals may need to make a |
| reasonable judgement concerning re-entry of all or portions of the |
| school building. Since liability concerns may influence such a |
| decision, encourage your school district or school board to address |
| this issue. |

| Strategies to explore might include: |

- | -- Develop post incident building re-entry guidelines for school |
| principals based on the advice of the fire department or a |
| structural engineer or architect. |
- | -- Recruit local building engineers to respond to the school to |
| make an inspection. |

| Additional help may be available from the district's building |
| and maintenance supervisor, city/county inspection department or |
| local office of emergency services. |

STEP TWO

Estimate number of students requiring shelter and care.

Determine the number of students with both parents working (or one, if single-parent family).

With this information (supplemented, if possible, with travel distance), estimate probable separation time and number of students to be cared for at school. For example:

100 students may require care for 4 hours,

60 students may require care for 8 hours, etc.

With the help of the nurse assigned to your school, determine how long you may need to shelter students requiring special care or medication.

STEP THREE

Determine short-term care and shelter requirements.

- * How will you provide students with necessary identification?

___ Student's name, age, home address, phone.

___ Parent's names, work addresses and phones.

___ Name, address and phone of nearest relative.

___ Any medical or emotional problems that may warrant professional treatment.

Recommendation(s): _____

- * How would you handle the arrival of parents on school grounds?

Recommendation(s): _____

- * How would you keep track of students released to parents on school grounds?

Recommendation(s): _____

- * How would you provide outdoor sanitation facilities?
How soon could you put your outdoor sanitation plan into operation?

Recommendation(s): _____

- * How would you cope with adverse weather conditions?

Recommendation(s): _____

| In estimating and solving outdoor shelter problems consider the |
| practical knowledge and support you could obtain from youth groups |
| (e.g., scouts) attending your school. |

|
| Consider the possibility of safe structures away from the |
| school sufficient to handle students. |

|
| You should also consider those students that are bussed. In |
| adverse weather conditions, a bus could be stranded and a plan |
| should be considered for this. |

* How would you reduce anxiety and fear during this period?

Recommendation(s): _____

* How will you communicate the location of the evacuation site
to parents?

Recommendation(s): _____

STEP FOUR

Identify additional requirements for long-term care and shelter.

Within each school district, one or two schools may have been designated as community emergency care shelters. The Red Cross has developed general standard procedures for equipping and operating these shelters. Their guidelines may be modified and used in developing this phase of your shelter plan. You may also contact the county emergency management director for assistance with determining shelter requirements.

- * What supplies are needed for extended care and shelter?

___ First-aid supplies.

___ Soap, towels, cleaning and sanitization supplies and equipment.

___ Food and cooking equipment.

___ Bedding.

___ Additional provisions for outdoor cooking.

Recommendations(s): _____

- * Have you identified special needs (e.g., maintenance medication requirements) for faculty, staff members and students?

Recommendations(s): _____

- * Have you estimated additional staff needed for an extended care period?

___ Design task sheets outlining duties and responsibilities for each support position.

___ With emergency services officials, plan methods of registering support personnel as disaster workers before using their services.

Recommendation(s): _____

- * How would you recruit some parents to stay and help care for children and relieve teachers?

Recommendation(s): _____

- * Do you have a procedure for keeping records of the shelter population to date?

Recommendation(s): _____

- * How would you deal with others seeking shelter at your school? If your school is not a designated shelter, determine whether or not you have an obligation to serve the community.

Recommendation(s): _____

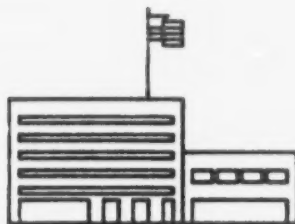
- * How would you deal with a scheduled event at the school that required you to shelter those attending the event?

Recommendation(s): _____

NOTE: The American Red cross is a source of help, together with the County Emergency Manager or the Division of Emergency and Disaster Service, for developing the shelter components of your safety plan. The Red Cross, together with the Department of Military and Veteran Affairs, Division of Emergency and Disaster Service, can provide shelter management training courses, guidelines and a suggested list of emergency supplies to have available.

SECTION 8

SCHOOL BUS PLANNING



EMERGENCY PLANNING OF SCHOOL BUSES

For those districts that have busing operations, there should be a section addressing bus operations. Bus operators should participate in and provide information for this section. There are several areas that need to be considered, for example:

- * Before Operation Maintenance Check (devise a checklist that is filled out daily that indicates the following items were checked) oil, coolant, tires, windows, doors, horn, lights, emergency lights and flashers and first aid kit. If radio equipped, the radio should be checked.
- * During the winter, do buses carry winter passenger survival kits.
- * Do drivers have drills for passengers so that the passengers know how to evacuate the bus. Are they aware of how to use emergency exits?
- * In the event the driver is incapacitated, is there an older student(s) that has been trained in how to operate the bus, use the radio, if so equipped, or who knows the emergency bus plan that has been developed by the district?

Also, a plan should be developed that informs the bus drivers of what to do with students when school has been canceled and bus drivers have already picked up students. It is suggested that if the driver is to return the students home, they take the student directly to the door. The drivers should also know whether or not a parent is at home prior to this.

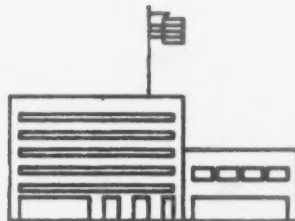
It is recommended if the driver cannot take the student directly to the home, they DO NOT LET THE STUDENT OFF THE BUS. If the bus is radio equipped, the driver could notify the school and have the school call the parent(s) at home and WAIT until the parent(s) arrives. If the driver cannot make it to the house and the parent(s) have not been contacted, the student should be kept on the bus and returned to school. Parent(s) will need to be aware of this policy so that if they hear that school has been closed they know that the student will be taken care of by the school until the parent(s) arrive at the school.

A policy should be developed to address non-radio equipped buses becoming stranded. It is suggested that all persons stay with the bus and that no one walks for assistance. The school should have a time table for each bus route which includes additional time for inclement weather travel. Should the bus become overdue consult the time table, a general location could be obtained. Also, a policy concerning actions to be taken in the event the bus driver is incapacitated should be included in the bus plan.

We suggest a survival kit be put together for each bus. This kit might contain such items as space blankets for each passenger, a supplemental food source, flashlights and a signaling device. The kit can be as elaborate as desired; however, those items listed are suggested as the minimum items to carry.

SECTION 9

BOMB IN SCHOOL BUILDING



BOMB IN SCHOOL BUILDING

Although a bomb threat is unlikely in most schools, the school system should have a prearranged plan set up with local authorities and the highway patrol so that immediate action can be taken to identify the source of the threat and to search the premises if necessary.

Plan of Action -- For Use in Bomb Threat in School

- * If superintendent receives a call informing that a bomb has been placed in building, he/she will immediately call local authorities and building principal.
- * If principal receives a call, he/she will immediately call superintendent who will call local authorities.
- * If teacher receives information of a bomb threat, he/she will immediately notify the building principal, who will then follow through.
- * Principal will use fire alarm for evacuation of building as in a fire drill.
- * Teachers and students will stay in assembly area until authorized to return to building or dismissal.
- * During bad weather the gym shall be searched quickly so students can assemble there.

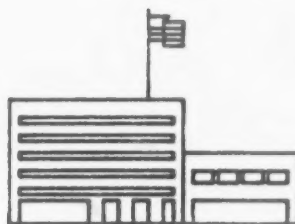
During periods when a bomb threat is quite likely, the following actions are suggested:

- * Rooms should be locked at all times when not in use (a good procedure at all times).
- * Teacher briefly check room on arrival in the morning or upon return to the room during the day and report to principal any unusual circumstances.
- * The teacher should stay in the room until all students leave then lock the door when leaving.
- * The custodian should lock the door when leaving the room after cleaning.
- * Use of a Teachers' Security Checklist (principal to decide when to use) Note: Security Checklist in Appendix C, Page 99
- * Have priority search areas:
 - Rooms suspected from Teachers' Security Checklist
 - Area where warning said it might be placed
 - Lockers
 - Gymnasium, auditorium, cafeteria, etc.
- * If public is to be informed, seek in advance the cooperation of news media with the understanding that news media will not broadcast or publish, except possibly editorially without permission of school authorities.

NOTE: Detailed plans with local authorities should be known only to administrative personnel who would be directly involved.

SECTION 10

CIVIL DISTURBANCE



CIVIL DISTURBANCE

It is suggested that each school system prepare a plan in cooperation with local authorities and highway patrol in case of a civil disturbance in a school. This plan should include after-school activities sponsored by the school, such as athletic contests, etc. It is believed that only administrative personnel should know the details. Therefore, the action plan is not for publication.

This section will have guidelines and checklists. It covers:

- * Action planning will help in preventing civil disturbances.
- * How to control civil disturbances.
- * Checklist on what your plan should include.

STEP ONE

Prevention of civil disturbances -- school administrator should:

- * Be aware of the morale of students and the student body.
 - a. An open door policy whereby students come to the administrator and discuss any problems with the assurance that they will be heard.
 - b. Close working arrangements with the student council.
 - c. The creation of and regular meetings with a committee of students that will include a representative of every known faction, racial or social group in the school.
 - d. Close association with the awareness of the morale of athletic groups and closely related groups or activities.
- * Be aware of community situations and problems which might set the state for civil disturbances within the school.
- * Work closely with the PTA and other organizations of parents to determine problems and to obtain assistance in solving student problems.

STEP TWO

Control of civil disturbances.

- * Be prepared in cooperation with local police, sheriff or highway patrol.
- * Provide for immediate notification of law enforcement authorities.
- * Establish conditions under which:
 - a. The building should be evacuated
 - b. Doors should be locked to rooms other than one in which the disturbance is taking place
 - c. Rooms or building should be evacuated on a controlled basis
 - 1. Under control of local school authorities
 - 2. Under control of law enforcement authorities
- * Establish procedures for utilization of faculty and students
 - a. By cancellation of free periods of staff members in periods of high tension
 - b. By assigning of non-class teachers, athletic team members, etc. to guard fire alarms in periods of high tension
 - c. By assigning non-class teachers to certain stations for control of that area
 - d. By selection of student "runners" for teachers or others

- * Provide for a signal on the program bell which would:
 - a. Send to office or to pre-assigned stations all teachers who do not have a class at that time.
 - b. Send pre-selected students to their stations.
 - c. Notify teachers to lock classroom doors.
- * Include the custodian or engineer and his staff in handling a civil disturbance.
- * Provide for utilization of facilities for isolating or localizing the disturbance.

CHECKLISTS -- CIVIL DISTURBANCES

YES NO

- | | | |
|---|---|---|
| — | — | 1. Plans have been made for control of student disturbances. |
| — | — | 2. These plans are coordinated with local police, sheriff or highway patrol. |
| | | 3. Special consideration is given greatest danger situations such as: |
| — | — | a. Athletic events |
| — | — | b. Major school social activities |
| — | — | c. Times of racial tensions |
| — | — | d. Influx of outside agitators |
| — | — | 4. Provision is made for immediate notification of law enforcement authorities. |

5. Plans provide methods of dealing with:
- ___ ___ a. Known agitators in or near school
- ___ ___ b. Circulation of inflammatory literature among students
6. In time of undue tension provisions are made for:
- ___ ___ a. Canceling or postponing of school, social events or athletic contests
- ___ ___ b. Requesting curfew by local authorities
- ___ ___ c. Arranging for relocation of social or athletic events
7. Policy includes:
- ___ ___ a. Emphasis upon prevention
- ___ ___ b. School support to local authorities
- ___ ___ c. Evacuation of the area within a building in which the disturbance is taking place
- ___ ___ d. Isolation of the area in which the disturbance is taking place
- ___ ___ e. Immediate evacuation of the building in which the disturbance is taking place
- ___ ___ 8. Plans include shutting of the program bell and instructions for students to remain in classrooms until directed to move out.

APPENDIX A

Planning Forms

APPENDIX A

PLANNING FORMS

- * OVERVIEW OF PLANNING ISSUES
- * OVERVIEW OF PLANNING STRATEGIES
- * COMMITTEE WORK PLAN
- * EMERGENCY OR DISASTER SAFETY ACTION PLAN
- * CLASSROOM HAZARD INVENTORY
- * CLASSROOM HAZARD ASSESSMENT
- * DRILL EVALUATION
- * EMERGENCY STATUS REPORT
- * UPDATE

Overview of Planning Issues

☐ Hazard Assessment

☐ Drills

☐ Response Planning

☐ Communication

☐ Care and Shelter Planning

Planning Issues/Problems	Priority	
	High	Low

Overview of Planning Strategies

PLANNING ISSUE: _____

Recommendation	Cost/Time	Schedule*			
		A	B	C	D

*Schedule

- A = Immediate (current school year)
- B = Short-term (add to routine maintenance program)
- C = Long-term (add to district budget)
- D = No action.

Schedule*
(circle) A B C

Committee Work Plan

OBJECTIVE: _____

Tasks	Person(s) Responsible	Deadline

*Schedule

- A = Immediate (current school year)
- B = Short-term (add to routine maintenance program)
- C = Long-term (add to district budget)

Schedule*
(circle) A B C

Committee Work Plan

OBJECTIVE: Apply adhesive film to
hallway windows

Tasks	Person(s) Responsible	Deadline
Meet with maintenance personnel at school or district office.		
Determine whether parents can be recruited to help.		
Determine cost of materials.		
Identify possible funding sources.		
Submit report of findings.		
Establish work schedule.		
Conduct project.		
Submit progress report.		
Submit final report.		

*Schedule

- A = Immediate (current school year)
- B = Short-term (add to routine maintenance program)
- C = Long-term (add to district budget)

SAMPLE

Safety Action Plan

OBJECTIVE: _____

Tasks	Time Line (in months)																							
	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J		

Classroom Hazard Inventory

Date: _____

Room No. _____

Indicate number of:

Check if applicable:

- ___ Unsecured bookcases
- ___ Unsecured wall shelves
- ___ Free-standing cabinets
- ___ Hanging plants

- ___ TV monitor unsecured on platform
- ___ TV monitor on wheeled cart
- ___ Classroom piano on wheels
- ___ Heavy objects on high shelves

List other hazards identified.

COMMITTEE WORK PLAN CLASSROOM HAZARD ASSESSMENT

- ☐ Tally classroom hazards from Classroom Hazard Inventory forms.
- ☐ Recommend remedies/objectives
- ☐ Develop and assign tasks

PLANNING PROBLEM:

Classrooms contain:

- ☐ Unsecured bookcases
- ☐ Unsecured wall shelves
- ☐ Unsecured cabinets
- ☐ Unsecured TV monitors
- ☐ Open windows (without drapes or protective covering)
(Give number of bookcases, cabinets, etc., involved.)

RECOMMENDATION:

Determine and implement best procedures for securing bookcases, cabinets, wall shelves, TV's, rolling pianos and open windows.

TASK:

- * Meet with maintenance personnel at school or district office.
- * Determine whether or not parents can be recruited to help.
- * Determine cost of bolts, brackets, etc.
- * Identify possible funding support
- * Establish work schedule
- * Conduct project

Person Responsible: _____ Report

Due: _____

Drill Evaluation

Date: _____

- ___ Are all students and staff familiar with the "drop-and-cover" procedure?
- ___ Have all students demonstrated their ability to take immediate and correct actions?
- ___ Do teachers take cover with students during drills?
- ___ Is there sufficient shelter space in class room for students?
- ___ Do all students know how to protect themselves if no shelter is available?
- ___ Are teachers and students prepared to remain in safe positions for up to 60 seconds?
- ___ Are students encouraged to be silent during drills?
- ___ Are teachers prepared to maintain relative calm and reassure their students?
- ___ Are students evacuated from classrooms to a safe area?
- ___ Do teachers remember to take class roster and response checklist to outdoor assembly area during drills?
- ___ Have maintenance staff and others assigned response duties practiced their rolls during your drills?
- ___ Have students been instructed on how they can help each other?
- ___ Have parents been informed about your safety procedures?
- ___ Have teachers and other staff members been encouraged to prepare their families to cope effectively during and after an emergency or disaster?

Emergency Status Report

Time Report Filed: _____

IMMEDIATE ASSISTANCE REQUIRED

___ None ___ Medical ___ Fire ___ Search and Rescue ___ Support personnel

CONDITION OF STUDENTS

___ All accounted for ___ No injuries ___ No immediate help required

___ Missing (number) Names: _____

___ Trapped in building (number) Names: _____

___ Injured (number) ___ Number requiring immediate medical attention

Type of Injury

Name

_____	_____
_____	_____
_____	_____

CONDITION OF STAFF

___ All accounted for ___ No injuries ___ No immediate help required

___ Missing (number) Names: _____

___ Trapped in building (number) Names: _____

___ Injured (number) ___ Number requiring immediate medical attention

- OVER -

Type of Injury

Name

_____	_____
_____	_____
_____	_____

CONDITION OF SCHOOL BUILDING AND GROUNDS

E.g.: walls cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

CONDITION OF NEIGHBORHOOD

E.g.: fallen power lines, debris-cluttered streets, etc.

Update

Time Filed: _____

- ___ Number of children remaining at school
 - ___ Number of staff members remaining to care for children
 - ___ Assistance required: ___ water ___ food ___ blankets
 - ___ additional personnel (number) to assist
 in student care
-

Update

Time Filed: _____

- ___ Number of children remaining at school
 - ___ Number of staff members remaining to care for children
 - ___ Assistance required: ___ water ___ food ___ blankets
 - ___ additional personnel (number) to assist
 in student care
-

Update

Time Filed: _____

- ___ Number of children remaining at school
- ___ Number of staff members remaining to care for children
- ___ Assistance required: ___ water ___ food ___ blankets
- ___ additional personnel (number) to assist
 in student care

Teacher's Package on Drills

Teacher's Package on Drills

- *WHAT TO EXPECT*
- *SAFE ACTIONS*
- *CLASSROOM HAZARD HUNT*
- *OPERATION A-R-R-R!*
- *CLASSROOM DRILLS*
- *SIMULATION EXERCISES*
- *CLASSROOM KIT*
- *EVALUATION*

TEACHER'S PACKAGE

DRILLS

Of all school preparedness measures, drills are one of the most important. Their purpose is to help students learn how to react immediately and appropriately. Drills show students WHERE to seek shelter and HOW to protect their heads and bodies from falling objects (e.g., debris from ceilings, light fixtures and shattered glass.)

Because the unknown in an emergency or disaster is frightening to experience or even to think about, children as well as adults, should be encouraged to talk about their fears and concerns. Discussions about "what to do if..." help to increase understanding and reduce undesirable and possible life-threatening behaviors that may stem from lack of knowledge.

Information in this package focuses on both physical and psychological preparedness and is intended to assist you in helping your students to:

- * Anticipate WHAT may occur during an emergency.
- * Understand WHY it's important to muster self control against the desire to scream, cry or run.
- * Learn and practice, HOW, WHERE and WHEN to take safe action.

STEP ONE

Learn what to expect during an emergency and prepare students to anticipate and avoid dangers.

This section will deal with learning what to expect during a fire or tornado. However, it is not limited to just those events. Specific events that are significant for you should be anticipated. For example, some areas of South Dakota are susceptible to earthquakes. No damaging earthquake has been reported; however, you may consider this in your plan.

One of the greatest threats facing people in South Dakota is a weather phenomenon called tornado. Generally there is sufficient warning to effect movement for safety and preparation to minimize loss of life. South Dakota has been rather fortunate that a tornado has not struck a school or building containing a large number of people.

In the event of a tornado, the greatest immediate hazard to people in or near a building is the danger of being hit by falling or flying objects. During the time the funnel is on the ground, objects are being picked up and propelled at terrific speeds and scattered over a large area. At this time, the school population is safest finding immediate shelter in interior corridors or, if caught by surprise, finding shelter under desks, tables or counters.

What to Expect

No matter what the event, by trying to anticipate what to expect, surprises can be minimized. Generally the first indication of a problem is the warning.

Most schools have the familiar Klaxon for fire drills and the students have learned to properly respond. What type of warning is used for tornado or other emergencies that affect your area? Teachers and students alike need to know what to expect from the warning. Should a collapse or explosion occur, how would this warning be issued, or if required, how could an evacuation order be given to the school population?

It's important to take safe actions during the warning or first indication that an emergency exist. Don't wait until the event is actually occurring. Some of the dangers could be:

for tornado:

- * Wall mounted objects (such as clocks and artwork) may come loose and become flying objects.
- * Windows of non-tempered glass could shatter and send dangerous shards into the room.
- * Suspended ceiling components may pop out, bringing light fixtures, mechanical diffusers, sprinkler heads and other components down with them.

for fire:

- * Halls may be filled with noxious smoke.
- * Exits blocked because of debris that alter evacuation routes.
- * Evacuation routes altered because of an outside event that requires removal of students.
- * Change in the way that drills are usually done.

The noise that accompanies an emergency cannot cause physical harm. However, it may cause considerable emotional stress especially if students are not prepared to expect the noisy clamor of falling objects, shattering glass, wailing fire alarms, banging doors and uncontrolled panic. The noise may well be frightening but a little less so if it is anticipated.

STEP TWO

Discuss and demonstrate safe actions to take in various situations.

INSIDE FOR TORNADO:

- * Stay inside
- * If tornado shelter has been designated, evacuate to pre-designated area.
- * If no tornado shelter area is available, move to interior hallways, and kneel down with head toward wall.
- * If no hallways exist, take cover under desk. Use books to cover head.
- * If windows have drapes, pull drapes closed.
- * Turn off lights.
- * In laboratories, turn off gas to burners.
- * In gymnasiums or auditoriums, move to adjacent hallways.
- * Stay away from open areas that have large windows.
- * If in stair wells, move to outside wall.
- * In library, move away from windows and non-supported shelves.
- * If in elevator and warning is given, stop elevator and exit car.

OUTSIDE FOR TORNADO:

- * On school grounds or walking to school, move to an open space away from overhead power lines and lie down in a depression in the ground or along side the curb and keep your head down.
- * If there is an underground tornado shelter available and time permits, move to the shelter.
- * In a vehicle, stop and exit vehicle. Find a depression in the ground or lie along side the curb and keep you head down.

INSIDE FOR FIRE:

- * Close windows.
- * Follow PRIMARY FIRE evacuation route.
- * In event PRIMARY FIRE evacuation route is blocked, follow a secondary route.
- * If in laboratory, turn off gas supply to burners.
- * Last person out of the room should shut of lights and close door.
- * If hallways are smoke filled, crawl to exit on hands and knees.
- * Do not use elevators.

OUTSIDE FOR FIRE:

- * Stay outside do not attempt to enter a smoking or burning building.
- * Evacuate a safe distance from the building to allow fire personnel access.
- * If in the smoke pattern, move away and up wind.

More suggestions

You should also discuss with students what they should do if no teacher is present in the classroom or other areas when warning is given. Determine actions for disabled students and discuss action with them.

| Disabled students should never be excused from participating in |
| fire or tornado drills. They also need to have experience and |
| confidence in their ability to avoid dangers. It may not be pos- |
| sible for students with impaired mobility to get under a desk or |
| table. They can, however, learn to react quickly and turn away from |
| windows, move away from unsecured bookcases and use their arms or |
| whatever is handy to protect themselves. |

Discuss how students can help each other. Examples of self control are contagious. Students should be encouraged to help calm and comfort each other and to lend their shoulders to others whose knees may refuse to stop shaking.

STEP THREE

Conduct a classroom hazard hunt with your students.

Anything that can move, fall or break can be a hazard if it can cause physical or emotional harm. The following checklist will help you and your students identify hazards in your classroom and generate discussion on how these hazards can be reduced or avoided.

- ___ Are free-standing cabinets, bookcases and wall shelves secured to a structural support?
- ___ Are heavy objects removed from high shelves?
(High shelf = shelf above head of seated student.)
- ___ Are aquariums and other potentially hazardous displays located away from seating areas?
- ___ Is the TV monitor securely fastened to a stable platform?
- ___ Is the TV monitor securely attached to a portable (rolling) cart with lockable wheels?
- ___ Are wall mounted objects secured against falling?
- ___ Are hanging plants secured to prevent them from swinging free?

STEP FOUR

Identify ways to reduce classroom hazards.

Operation A-R-R-R! (Anchor, Refit, Relocate, Remove), Figure 1, is designed to increase students' resourcefulness in identifying ways to reduce potential classroom hazards. Class projects could center on students carrying out their recommendations.

OPERATION A-R-R-R ! (Anchor - Refit - Relocate - Remove)					
1. Hazard	2. Remedy				3. Class Recommendation
	Anchor	Refit	Relocate	Remove	

1. Identify potential hazards 2. Determine remedies for reducing each hazard.

3. Recommend how each hazard could be reduced.

Anchor - secure, lie down.
Refit - add or change for safety; e.g., use plastic bottle instead of glass, use closed hooks instead of open hooks.
Relocate - a move to a safer spot.
Remove - eliminate.

Figure 1

TAKE HOME ACTIVITY

Encourage students to practice their detective skills by identifying and reducing hazards in their homes.

STEP FIVE

Conduct classroom drills and simulation exercises.

The drill below is an example of standard response actions to take in classrooms. The complete drill should include building evacuation procedures and safety measures to take after the incident.

Sample Classroom Drill

OBJECTIVE:

During a fire drill or at the first sign of fire, students demonstrate their ability to react immediately and appropriately.

- * STAND UP BESIDE THEIR DESK
- * AT THE COMMAND OF THE TEACHER, LEAVE THE ROOM IN SINGLE FILE.
- * UPON ENTERING THE HALLWAY (IF PRESENT) TURN TOWARD THE PRIMARY EXIT
- * EXIT THE BUILDING AND GO TO THE PRE-DETERMINED ASSEMBLY AREA.

LISTEN FOR INSTRUCTIONS

Following your command, students will:

1. Immediately TAKE ACTION.
2. Be silent and listen to instructions.

Students should be advised to anticipate noise and cautioned to remain silent in order to hear instructions.

The above exercise should be conducted when students are at their assigned places and during mobile periods (e.g., when students are at various stations).

Another time for administrators to conduct a drill is when students are between classes. Where would the students go and whose supervision would the students be under? This should be addressed in your plan. Another time to consider is after regular school hours but when school facilities are being used. Your plan needs to cover:

- * School
- * Gymnasium
- * Auditorium
- * Sports Complex

Prepare your students by explaining that you will be taking them through a hypothetical incident to help them understand what may happen when a real incident occurs. You should discuss actions that they should take with and without warning, and areas of shelter and assembly that they would use. Discussion should include both class time and when they are between classrooms.

Essential Follow-up Activity

Immediately following exercises, it is imperative that students be given an opportunity to ask questions and discuss their concerns. Faculty should also meet and discuss the exercise to offer suggestions and recommendations that will improve the plan.

Recommended Follow-up Activity

Class Project

The Classroom Kit involves making an emergency kit and stocking it with various emergency items including an extra copy of the class roster. It is intended to be carried by the teacher to the outdoor assembly area during drills and an actual emergency.

Take Home Activity

Following completion of the classroom activity, you may wish to encourage students to prepare similar kits to keep at home or in the family car.

CLASSROOM KIT

PURPOSE

Individual classroom kits will provide each teacher with immediate resources to account for students, care for minor injuries and occupy students during an outdoor evacuation/shelter period. Each kit is intended to be carried by the teacher when the class evacuates the building after an emergency or following a classroom drill.

OBJECTIVE

This activity will enable students to identify items to have on hand following an emergency such as a tornado. It will also help students to:

- * Recognize their responsibility to increase their own ability to cope with emergencies.
- * Understand the importance of working together (as a class, family or neighborhood) to prepare for emergencies and to take care of each other during the aftermath.

TASK

Students design, construct, and equip a survival kit for their classroom.

STRATEGY

Divide the class into teams:

- * designers
- * manufacturers
- * suppliers

TEAM ACTIVITIES

1. Design a logo. Students may want to hold a contest for best design.
2. Determine fabric type and color.
3. Determine construction methods. Use a sewing machine or sturdy lacing.
4. Decide on size and style. The kit could resemble a backpack. If it is a backpack style, it should have shoulder straps which will allow you to keep your hands free.
5. Obtain fabric and other materials needed to make the kit.
6. Make a pattern.
7. Cut and stitch (or lace) - paint, sew or glue on logo.
8. Identify and obtain supplies.
9. Hang the completed kit with contents near the classroom exit.

SUGGESTED CONTENTS

Essential Items

- * Copy of class roster.
- * Teacher's checklist of priority response actions.
- * First-aid supplies:
 - antiseptic cleanser (liquid)
 - gauze pads and gauze eye pads
 - adhesive tape
 - small scissors
 - adhesive bandages.
- * Flashlight and spare batteries.

Optional Items

- * Small transistor radio.
- * Permanent-ink felt pen (for marking on students)
- * Lightweight plastic trash bags to sit on or to wear as parkas. (cut holes for neck and arms)
- * Colored flag to call for aid. (coordinate with safety committee)

STEP SIX

Evaluate the effectiveness of your drills.

Use the checklist below to evaluate your progress in preparing students and yourself to take safe action.

- ☐ Are you and your students familiar with various safe actions?
- ☐ Have all students demonstrated their ability to take immediate and correct action?
- ☐ Is there sufficient shelter space for all students?
- ☐ Have all students demonstrated their ability to protect themselves if no shelter is available?
- ☐ Do you encourage students to be silent during drills?
- ☐ During an actual event, could you maintain relative calm and reassure your students?
- ☐ During an actual event, would you be able to think through appropriate actions to take?
- ☐ Are students evacuated from classrooms to a safe area following a simulated event?
- ☐ Would your students know what to do if, while changing classes, an event occurred?
- ☐ Would your students know what to do if they were in stair wells or in hallways?

- ___ Do you remember to take class roster and response checklist during simulated evacuation drills?
- ___ Have your students been given ample opportunity to discuss their concerns about possible events?
- ___ Have students been instructed on how they can help each other?
- ___ Do you view drills as an opportunity to discuss emergency preparedness at school and in the home?

Safety Information for Staff and Parents

Safety Information for Staff and Parents

- **RESPONSE GUIDELINES**
- **SAFETY CHECKLIST**

RESPONSE GUIDELINES

It is difficult to identify, in this document, specific response actions that you as a school administrator should prepare for. It is suggested that you define the types of incidents which are specific in your area and make a guide that adapts itself to your particular area.

Some suggestions you might include would be actions for:

- * tornadoes
- * fire
- * winter storms
- * power outages
- * other specifics that would affect you

ROOM NO. _____

TEACHER _____

DATE _____

This checklist has been devised to assist the teacher in pre-checking their rooms to see that they are free of explosives. The object of this pre-checking is to reduce the necessity of ordering evacuation of classrooms.

A copy of the checklist should be immediately available to the police should there be an emergency.

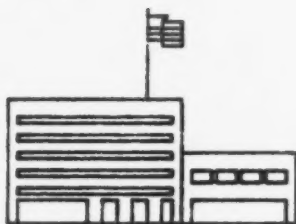
Yes No

- | | | | |
|----|---|-----|-----|
| 1. | Did I secure my room on leaving? | | |
| | a. Lock all windows | ___ | ___ |
| | b. Turn off lights | ___ | ___ |
| | c. Lock all doors | ___ | ___ |
| 2. | Did I check my room on arrival? | | |
| | a. Did I have to use my key | ___ | ___ |
| | b. Did the lock turn normally | ___ | ___ |
| | c. Was the light switch normal | ___ | ___ |
| | d. Were the windows locked | ___ | ___ |
| 3. | Did I check the contents of the room for: | | |
| | a. Any extraneous wires | ___ | ___ |
| | b. Any packages | ___ | ___ |
| | c. Any ticking sound | ___ | ___ |
| | d. Any lengths of pipe | ___ | ___ |
| | e. Any dynamite caps | ___ | ___ |
| | f. Any dynamite sticks | ___ | ___ |
| | g. Any exposed matchbooks | ___ | ___ |
| | h. Any wire or string attached to unknown object
(pull type igniter) | ___ | ___ |

- | <u>Yes</u> | <u>No</u> | |
|------------|-----------|---|
| | | 4. Did I look: |
| — | — | a. On the floor |
| — | — | b. On the walls |
| — | — | c. On the ceiling |
| — | — | d. In the desks |
| — | — | e. In the closet |
| — | — | f. Among the books |
| — | — | g. Among the packages |
| — | — | h. Under the room or steps |
| — | — | 5. Was there any foreign object noted? |
| — | — | 6. If so, did I leave it alone and notify proper authorities. |

EMERGENCY RESPONSE

CHECKLIST GUIDE



EMERGENCY RESPONSE CHECKLIST GUIDE

IMPORTANT NUMBERS AND ADDRESSES

EMERGENCY

During an emergency use your telephone only in case of emergency.

POLICE _____

FIRE _____

AMBULANCE _____

_____ 'S WORK ADDRESS

PHONE _____

_____ 'S WORK ADDRESS

PHONE _____

_____ 'S SCHOOL POLICY IS

| | HOLD STUDENT | | RELEASE STUDENT

_____ 'S SCHOOL POLICY IS

| | HOLD STUDENT | | RELEASE STUDENT

Name and telephone number of an out-of-town relative or friend who could act as point of contact for separated family members.

HAVE ON HAND FOR ANY

Flashlights with spare batteries.



Portable radio with spare batteries.



First Aid Kit; first aid knowledge.

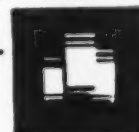


Fire Extinguishers.

Have staff become trained in use of fire extinguishers.



Foods. Have sufficient supply of canned or dehydrated food. For at least 72 hours.



ADDITIONAL PREPAREDNESS SUGGESTIONS

Water: Should have tight containers for water. Minimum amount is 3 gallons per person.

Tools: Tools necessary to handle situations.

Special Items: May need special items such as medication and special foods. Ensure that members of your staff know how to turn off electricity, gas and water at main switches and valves. Label water and gas shut-offs where the supply line enters your facility.

CAUTION: DO NOT SHUT OFF GAS UNLESS AN EMERGENCY EXISTS.

IF GAS IS EVER TURNED OFF, REMEMBER THAT ALL PILOT LIGHTS

MUST BE RELIT BY QUALIFIED PERSONNEL.

PAMPHLETS AND BROCHURES AVAILABLE

E.D.I.T.H.

Exit Drills in the Home, National Fire Protection
Association

1980, LNTB Curriculum Levels I, II, Parents; Level III

Tornado Safety Tips

Federal Emergency Management Agency, L-148/Feb. 86

Tornado Safety Rules In Schools

U.S. Department of Commerce, National Oceanic and
Atmospheric Administration, National Weather Service,
NOAA/PA 74025 rev. 1975

Tornado Safety Campaign

Federal Emergency Management Agency, FEMA-56

Thunderstorms and Lightning

U.S. Department of Commerce, National Oceanic and Atmospheric
Administration, National Weather Service, Federal Emergency
Management Agency, L-139/June 1984

Survive Winter Through Self Help and Helping Others

Federal Emergency Management Agency, National Oceanic and
Atmospheric Administration, U.S. Department of Commerce,
Poster No.5, Oct 82

Winter Safety

Federal Emergency Management Agency, National Oceanic and
Atmospheric Administration, U.S. Department of Commerce,
FEMA 80 September 1985

Children and Disasters

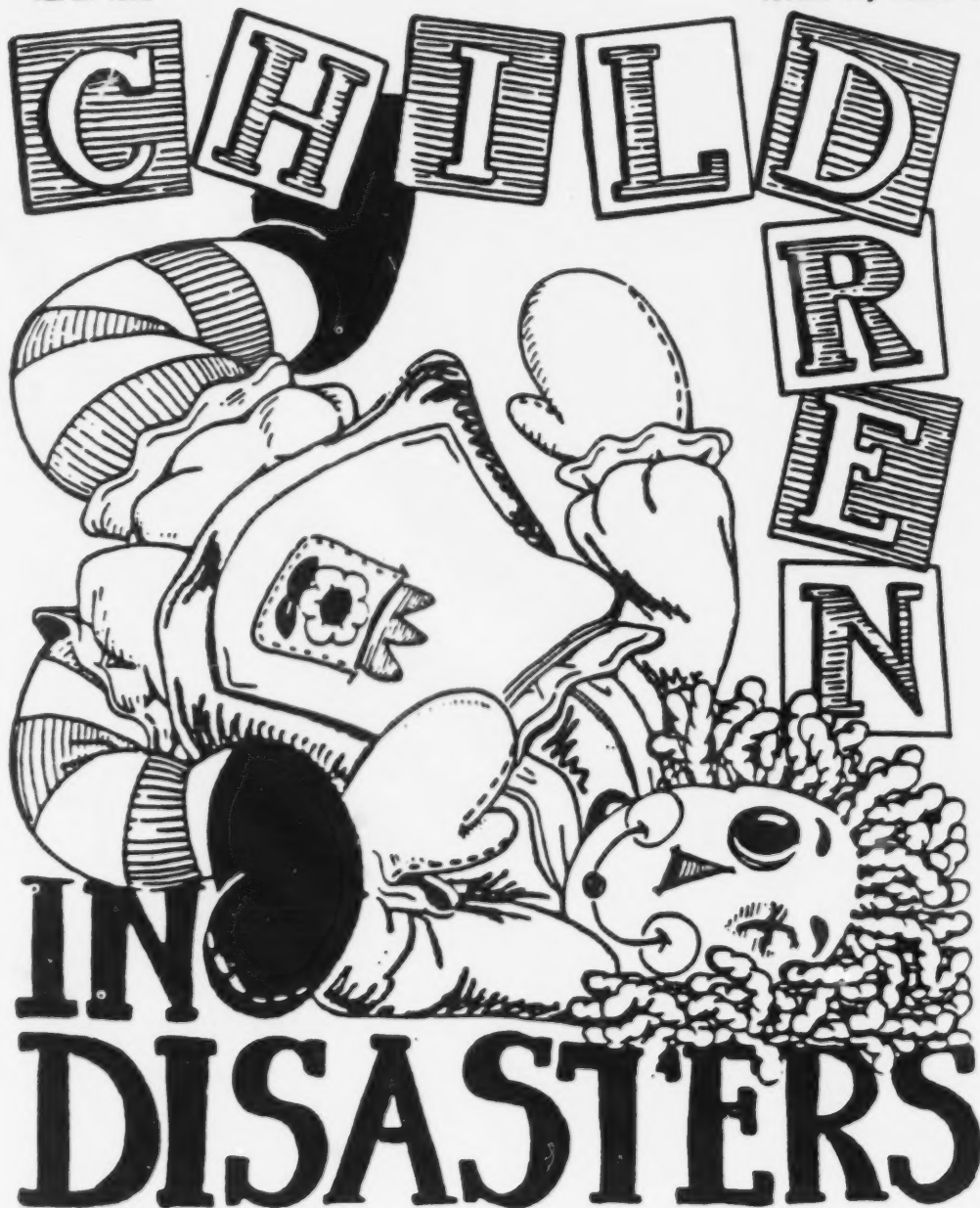
Children and Disasters

- *CHILDREN IN DISASTERS*
- *COPING WITH CHILDREN'S REACTIONS*

HAZARD

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Excerpted from the National Institute of Mental Health Training Manual for Human Service Workers in Major Disasters. Reprinted with permission from Hazard Monthly, Box 34408, Bethesda, MD 20817.

Problems Differ As Children Grow Older

Although there are many feelings and reactions people share in common response to the direct and indirect effects of disaster, special attention will be required for persons of particular age groups and unique social circumstances and for those handicapped by physical and emotional disabilities.

Each age period is accompanied by special problems which must be dealt with in everyday living. Some age groups, however, appear to be vulnerable in unique ways to the stresses of disaster. For example, research indicates that younger children and senior citizens are subject to significantly higher rates of fatalities and to greater proportions of emotional and physical trauma when compared with the general age population in disaster situations. Adolescents as a group are susceptible to unique and possible long-range effects of disaster from the disruption of their peer group activities and from a lack of access to full adult responsibilities in community rehabilitation efforts.

The age group considered here are:

- * Pre-school (ages 1-5)
- * Early childhood (6-11)
- * Preadolescent (11-14)
- * Adolescent (14-18)

Problems will vary also depending upon the phase of the post-disaster period. Some of the problems discussed below appear immediately, many appear months later. Workers need to be aware of the potential for their occurrence and for the phase in which they are most likely to appear.

In general, children of all ages will show as their most frequent symptoms: sleep disturbances and night terrors, persistent fears about natural events, fears of future disasters, loss of interest in school, and a loss of personal responsibility with regressive symptoms. Regressive symptoms are behaviors typical of a child much younger in age than the victim.

Preschool (Ages 1-5)

In the pre-school years children generally lack the verbal and conceptual skills necessary to cope effectively by themselves with sudden and unexpected stress. They typically look to their parents, older siblings, or others as behavior models and for comfort in such situations. Even if the child seems relatively unaffected by the disaster itself (for instance, he might have slept through the earthquake or tornado), he may still be strongly affected by reactions of parents and others to the disaster. Such strong emotions may be repressed (automatically made unconscious) or simply "stored-up" because of lack of opportunity for expression or because such expression is strongly discouraged as "childish".

In the natural course of events, small children, if given the opportunity, will try to resolve emotionally traumatic experiences by

reliving them in their play activities. It is less usual at these early ages for the child to attempt to verbalize the traumatic episode without explicit encouragement. Unfortunately, well-intentioned by psychologically naive parents often discourage verbal, and even play forms, of reliving the disaster, thinking thereby to spare the child unnecessary or harmful emotional effects. Without such opportunity for expression, the child, and the adult as well, may display somatic symptoms or regressive or other problem behaviors.

Children who have lost one or both parents are especially in need. Loss of a relative, a playmate, or a favorite pet are also disturbing events for children. They need an opportunity to express their grief by talking about the loss. One of the major fears of childhood is that of being abandoned, so that a child who has lost his family will need reassurance that he will be looked after in the future.

Children in this age group display their upsets most often through regressive behavior. Such behavior may include thumbsucking, bedwetting, old fears of darkness or of animals, night terrors, clinging to parents, and loss of bowel and bladder control. These problems are best understood as expressions of anxiety about the disruption of their formerly secure worlds.

Relief of such fears is attained through actions and attitude of parents and others, aimed at reestablishing security. Ample verbal reassurance, physical comforting, more frequent attention, and comforting bedtime routines are helpful. The child may even be allowed to sleep in the parents bedroom, but it should be with discussion and explanation, and with a time limit agreed upon by both parents and child and adhered to firmly. Play procedures and games may help the child to integrate the experience and reestablish a sense of mastery.

Early Childhood (Ages 5-11)

Regressive behaviors will also be most characteristic in this group, taking such forms as irritability, whining, clinging, fighting with friends and siblings, open competition with younger siblings for the parent's attention, and others. Night terrors are frequent, with nightmares and fear of the darkness. School problems emerge also, with behaviors such as refusal to attend, fighting, withdrawal, loss of interest, and inability to concentrate. Loss of pets or of prized objects may hold special meaning for this age group.

Response to these behaviors requires tolerance and patience. Routine rules and regulations which are generally being integrated in this period can be temporarily relaxed, if necessary, e.g., responsibility for some of the chores or for optimal behavior in school. Play sessions and discussion sessions, both with peers and with adults, help the child to realize he is not alone in his reactions. However, such relaxation in expectations should be accompanied by the clear, mutual understanding that it is temporary and that the expectations will be resumed after a suitable period. The aim should be to resume normal routine functioning as soon as possible.

Preadolescent (Ages 11-14)

Peer reactions are usually very important in this age group. The child needs approval and acceptance from his friends. He needs to feel that his fears and anxieties are both appropriate and shared. These fears and anxieties may express themselves as sleep disruptions or appetite disturbances. Other symptoms may include rebellion in the home and refusal to do chores, school misbehavior, including fighting, withdrawal, loss of interest, need for excessive attention, and physical symptoms of headaches, vague aches and pains, skin eruptions, bowel problems, and various psychosomatic symptoms.

Responses most helpful in relieving such symptoms aim at lessening tensions and anxieties and possible guilt feelings. Individual and group discussions should be encouraged and group activities, especially those which encourage resumption of routines, are most helpful. The discussions and activities are most effective when shared with friends. The discussions may include reliving the disaster and rehearsing future behaviors which are effective in saving lives should a disaster ever strike again.

Adolescent (Ages 14-18)

As with the preadolescent age group, most of the activities and interests of the adolescent are focused in his own age group peers. The reactions to a disaster may take the form of psychosomatic symptoms (rashes, bowel problems, asthma, etc.), physical symptoms (headaches, tension, hypochondrias, appetite and sleep disturbances, amenorrhea, or dysmenorrhea, etc.), and social behaviors (withdrawal, apathy, agitation, decline in interest in opposite sex, irresponsible and/or delinquent behavior, etc.).

The most effective response to the problems of the adolescent is one which encourages activity in reestablishing his community, school and social spheres. He should be given every opportunity to participate in the rehabilitation and reclamation work necessary to rebuild his community, especially if it involves working with his peer group. Wherever possible, responsibility should be given for specific tasks. Social activities, such as athletics, clubs, dances, etc., should be encouraged as much as possible.

The Summary Table reprinted here summarizes the regressive, body, and emotional symptoms for the four age groups discussed above, along with some of the treatment options. The Table illustrates the overlap among the age groups both in symptoms and treatment responses. For all ages, body or somatic symptoms should be referred for medical care. Professional mental health treatment should be sought when efforts of parents and nonprofessional helpers do not seem to alleviate the client's emotional distress.

*Excerpted from NIMH Training Manual for Human Service Workers in Major Disasters.

Summary table of behavior symptoms and treatment options: Age group— 1-18

Age	Behavior symptoms			Possible treatment options	
	Regressive	Body	Emotions		
1-5	Resumption of bedwetting, thumb-sucking, fear of darkness	Loss of appetite Indigestion Vomiting Bowel or bladder problems, e.g., diarrhea, constipation, loss of sphincter Sleep disorders	Nervousness Irritability Disobedience Intractability Tics (muscle spasms) Speech difficulties, e.g., appearance of stammering Refusal to leave proximity of parents	Give additional verbal assurance and ample physical comfort, e.g., holding and caressing Give warm milk and comforting bedtime routines Permit child to sleep in parents' room temporarily if necessary, if	symptoms persist refer to professional Provide opportunity and encouragement for expression of emotions through play activities, e.g., finger painting, clay modeling, physical reenactment of disaster
6-11	Increased competition with younger siblings for parents' attention	Headaches Complaints of visual or hearing problems Persistent itching and scratching Sleep disorders	School phobia Withdrawal from play group and friends Withdrawal from family contacts Unusual social behavior, e.g., fighting with close friends or siblings Loss of interest in previously preferred activities Inability to concentrate and drop in level of school achievement	Give additional attention and consideration Gentle but firm insistence on relatively more responsibility than would be expected from younger child Temporarily lessen requirements for optimum performance in school and home activities	Encourage verbal expression of thoughts and feelings about the disaster Provide opportunity for structured but not demanding chores and responsibilities at home Rehearse safety measures to be taken in future disasters
12-14	Competing with younger siblings for parental attention Failure to carry out chores previously completed without complaint School phobia Reappearance of earlier speech and behavior habits	Headaches Complaints of vague aches and pain Loss of appetite Bowel problems Sudden appearance of skin disorders Sleep disorders	Loss of interest in peer social activities Loss of interest in hobbies and recreations Increased difficulty in relating with siblings and parents Sharp increase in resisting parental or school authority	Give additional attention and consideration Temporarily lower expectations of performance at school and home Encourage verbal expression of feelings Provide structured but undemanding responsibilities and rehabilitation activities	Encourage and assist child to become involved with same-age group activities Rehearse safety measures for future disaster
15-18	Resumption of earlier behaviors and attitudes Decline in previous responsible behavior Decline in emancipatory struggles over parental control Decline in heterosexual interests and activities	Bowel and bladder complaints Headaches Skin rash Sleep disorders Disorders of digestion	Marked increase or decline in physical activity level Frequent expression of feelings of inadequacy and helplessness Increased difficulties in concentration on planned activities	Encourage discussion of disaster experiences with peers and extra-family significant others If adolescent chooses to discuss disaster fears within family setting such expression is to be encouraged but not insisted upon Reduce expectations for level of school and general performance temporarily	Provide opportunity for involvement in rehab planning and participation to fullest extent possible Encourage and assist in becoming fully involved in peer social activities Rehearse safety measures for future disaster rehearsal

COPING WITH CHILDREN'S REACTIONS TO EARTHQUAKES AND OTHER DISASTERS



This pamphlet has been prepared to help parents deal with children's fears and anxieties following a disaster. When we use the word "parents" here and throughout the pamphlet, we are also including teachers and other adults having responsibility for the child.

This manuscript was developed by
SAN FERNANDO VALLEY CHILD GUIDANCE CLINIC
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American
Red Cross 

THE EARTHQUAKE

The February 1971 earthquake was one of the most dramatic and unpredictable events that had ever occurred to many children in the Los Angeles area. They were awakened at 5:59 a.m. by a frightening shaking of the earth, their beds rocking—sometimes moving across the room, furniture tumbling over, walls rattling, toys falling off the shelves. In many instances they saw their parents upset and frightened and perhaps clutching them.

An earthquake is a "natural disaster." Other such events are fire, flood, or tornadoes. These are traumatic or frightening events that may occur in some children's lives. These events result in families having to leave their homes and familiar surroundings. A child does not usually understand such events and feels confused, anxious, and frightened.

In the concern for the physical safety of the child and family, attention to and awareness of the emotional consequences to the child are frequently neglected. We cannot control these events. However, they need not result in permanent emotional damage to the child.

UNDERSTANDING THE CHILD

The course of growing up for the average child consists of certain regularities. For most school age children regularity involves the presence of parents, awakening in the morning, preparing for school, meeting with the same teacher, the same children, playing with friends, sleeping in his own bed, essentially being able to depend on a series of predictable events. The child expects a dependability from adults and certainly from the forces of nature. For the pre-schooler life is much the same. He spends his day within the familiarity of his world, be it at home, with babysitters, or a nursery school, etc. His family remains more or less constant. When there is an interruption in this natural flow of life, the child experiences anxiety and fear. How the adults help the child to resolve these "problem times" may have a lasting effect on the child.



FEAR AND ANXIETY

Fear is a normal reaction to any danger which threatens life or well-being.

What is a child afraid of after a disaster?

He is afraid of recurrence, or injury, or death.

He is afraid of being separated from his family.

He is afraid of being left alone.

Parents should recognize, however, that there are fears that stem from within the child, his imagination or his fantasies, as well as those fears that are stimulated by a real event. Even after the event has passed, his anxiety will sometimes remain. The child may not be able to describe his anxious feelings. Even though he is intensely afraid, he may be genuinely unable to give an explanation that makes rational sense.

The child, who is dependent on adults for love, care, security—even food, fears most the loss of his parents and being left alone. In a disaster, even the child who is usually competent and unafraid may react with fear and considerable anxiety to an event which threatens the family. Since adults also react emotionally with normal and natural fear to disaster, the child becomes terrified, taking parental fears as a proof that the danger is real. A child having less experience in distinguishing a real threat is likely to be plagued by fears with no basis in reality. It is important to note that fantasized danger can be as real and threatening as "real danger."

A child experiences similar fear in other situations; for example, when parents separate, or divorce, when a child goes to the hospital or when there is a death in the family. *Parents all recognize these more familiar fears and attempt to deal with them.*

In natural disasters like fires, floods, tornadoes, or earthquakes, our first concern is with and our first attention goes to physical safety. This is as it should be.

However, parents tend to ignore the emotional needs of the child once they are relieved that nothing "serious" has happened to members of the family.

When there has been no physical injury, they may be surprised about the persistence of the child's fears. They may even feel resentment, particularly if the child's behavior disrupts or interferes with the daily routine of the family.

One must recognize that a child who is afraid is afraid!

He is not trying to make life more difficult for himself or his parents. His fear is uncomfortable to him. He would like nothing better than to be rid of his fears. If the child feels that parents are not understanding of his fear, he feels ashamed, rejected, unloved and consequently, even *more* afraid.

A first step for parents is to understand the kinds of fear and anxiety a child experiences.

Parental understanding and helpful intervention can reduce the severity of fears and can prevent more serious problems from developing. This is not a new role; parents routinely and effectively help children cope with fears encountered in day-to-day situations. However, when an unusual situation occurs, the ability of some parents to reassure their child, particularly when they themselves have been frightened, may be impaired. The child feels even more fearful or anxious when suddenly he is unable to turn to the adults for reassurance.



ADVICE TO PARENTS

What can parents do to help their child?

It is of great importance for the family to remain together.

Being together with the family provides immediate reassurance to a child. Fears of being abandoned and unprotected are immediately alleviated. For example, immediately after a disaster parents should not leave the child in a "safe" place while they themselves go elsewhere to inspect possible damage. They should not leave the child alone in the evacuation center while they go back to the damaged area; they should not leave the child to go shopping, but should take him along. With no opportunity to experience the fear of being left alone, the child is less likely to develop clinging behavior.

The child needs reassurance by the parents' words as well as their actions!

"We are all together and nothing has happened to us."

You don't have to worry, we will look after you."

Realistically, parents are also experiencing fear. However, they have the maturity to cope with the stresses upon them. A demonstration of strength should be apparent to the child who will feel more secure and reassured; however, it will not harm the child to let him know that you are also afraid. As a matter of fact, it is good to put these feelings into words. This sharing will encourage him to talk about his own feelings or fears. Communication is most helpful in reducing the child's anxiety and, for that matter, the adult's anxiety. The child may then express some fears which are not real and the parents will have an opportunity to explore these fears and reassure the child.

Listen to what the child tells you about his fears.

Listen when he tells about how he feels, what he thinks of what has happened.

Explain to the child, as well as you can, about the disaster (the fear-inducing event), about the known facts and, again, listen to him.

A child may express his fears in play or in actions. If these are unrealistic, explain and reassure him. You may have to repeat yourself many times. Don't stop explaining just because you have told him this once before.

Encourage him to talk.

The silent child needs to be encouraged to talk. His difficulty in expressing himself may be very frustrating to the parents. It can be helpful to include other members of the family, neighbors, and their children in a talk about reactions to the disaster. Through the sharing of common experiences, fears are further reduced. It is essential that an attempt should be made to provide an atmosphere of acceptance where a child will feel free to talk about his fears (be it at home or at school). Adults are often reluctant to encourage the child to talk about fears and anxieties. They believe that this will only increase the fears and anxieties. Also, parents may feel helpless in reassuring the child, and may be afraid of actually harming the child by continued discussions. Statements like, "I know you are afraid," or, "It is a scary feeling," are helpful and should be used. Being told it is normal and natural to be afraid is also reassuring.



A child's fears do not need to completely disrupt his and the family's activities.

It is apparent that there will be important concerns and things to do after a disaster: checking on the damage, cleaning up broken glass or fallen furniture. A child can and should be included in these activities. It is actually reassuring for a child if he is involved with the parent in these jobs. It is reassuring to see progress being made in bringing the house back to order and the routine of the household resumed: meals prepared, dishes washed, beds made, playmates coming over. For the parents of a very young child, the task is more difficult. Such a child may need more physical care, more holding; and this makes it harder for parents to attend to the other things that should be done. Unfortunately, there is no short-cut. If the child's needs are not met, the problem will persist for a longer period.

SETTLING DOWN

When things begin to settle down, after the "excitement" of the event has passed, some degree of lethargy may set in for both the parents and children. It is very important that parents make a deliberate effort to avoid inactivity and to get back to routine.

Parents should indicate to the child that they are maintaining control: they should be understanding but firm, supportive and make decisions for the child.

Parents may become appropriately more permissive, but discipline has to be maintained. If the family is evacuated, there will be a delay in a return to normal. Planned activities in such centers will increase the morale of all and prevent immobilization of the child's own resources.

BEDTIME PROBLEMS

The most frequently reported problem that parents encounter with their children occurs at bedtime.

The child may refuse to go to his room to sleep by himself. When he does go to bed, he may have difficulty falling asleep. He may wake up often during the night; he may have nightmares.

Parents question if they should make changes. Should they allow the child to sleep in the parents' bed, or in their bedroom or in another child's bed, or should the parent sleep in their child's room? It is necessary to become somewhat flexible. Bedtime may be delayed when the child is more anxious or wants to talk longer, but a limit should be set.

It is natural for a child to want to be close to his parents, and for the parents to want to have the child near them.



Some children, who are more anxious than others, can be allowed to move into a room with another child, or sleep on a mattress in the parents' bedroom. For another child it may be sufficient for the parent, at bedtime, to spend a little extra time in the child's bedroom reassuring him. All such arrangements, however, should return to normal after a few days. The parents and the child together should agree on the day for the return to his own bed (ideally not longer than 3-4 days hence) and the parents should abide by the decision. It is important for the child's independence that the parent be firm about his commitment.

Parents should also be aware of their own fears and their own uncertainty and of the effect these have upon the child.

If parents question—Is it going to be safe there? Will he be frightened?—they contribute to the child's continuing fear and his inability to go back to his room. Reassurance with firmness is an effective approach. Getting angry at the child, punishing, spanking, or shouting at him will rarely help. If the child comes out of his room, calmly return him to it and reassure him of your presence nearby. It may be helpful to leave a nightlight on in the room, or in the hall, and leave his door ajar. Spending more time with the child during the day will make him feel more secure in the evening and at night.

SPECIFIC FEARS

Following a traumatic event, such as a natural disaster, irrational fears may develop in which some particular thing or situation evokes great anxiety to the point of panic, and is, therefore, strongly avoided. The child may become afraid of beds, his house, or darkness. A younger child may explain that imaginary monsters are threatening him. An older child may be afraid to go to school or even to leave his home. Reassurance to the younger child regarding monsters can be done by words, explanations, pointing out to the child the difference between his fantasy and reality. With school phobias (refusal to go to school), it is essential to see to it that the child gets to school. In this instance, firmness is necessary and the child should know that you do expect him to attend school. The teacher or the school counselor can be of help to you.

REGRESSIVE BEHAVIOR

A child may sometimes revert to "childish" behavior which he has outgrown. Wetting his bed, clinging to the parents, thumb sucking, and other problems may occur temporarily, and should not alarm parents. They are normally of short duration. These behaviors are only signs of the child's anxiety, and parents' acceptance will reassure the child and shorten the duration of such behaviors. When parents over-react to these behavior patterns (become over-concerned, punish, or nag the child) these symptoms will persist much longer.

Children respond to praise, and parents should make a deliberate effort not to focus upon the child's immature behavior.

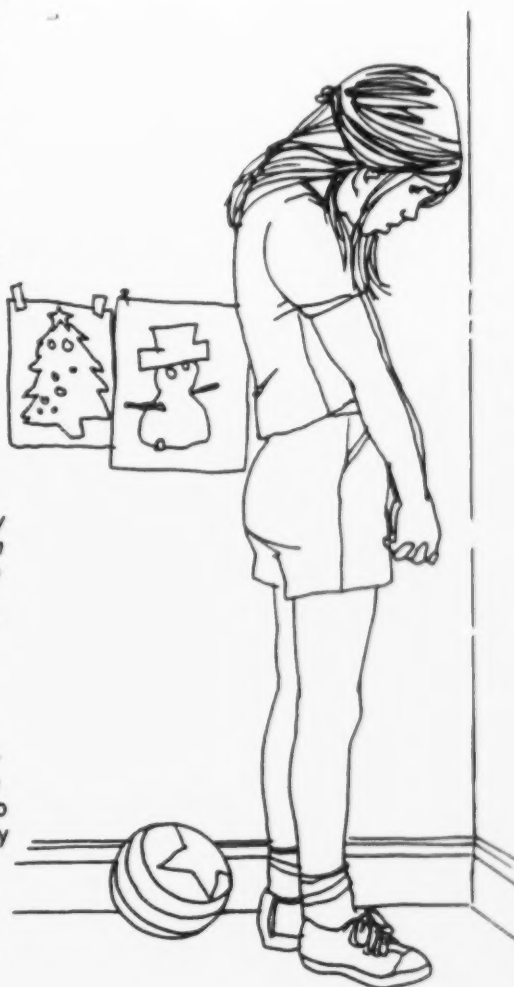
HOW CAN THE PARENTS RECOGNIZE WHEN TO SEEK PROFESSIONAL HELP?

Most parents are capable of helping their child overcome fears and anxiety. However, it is not a sign of failure if the parents find that they are unable to help their child by themselves. A telephone call to a pediatrician, family physician, the local mental health center or clinic could be helpful. In some cases, advice can be given on the telephone. In other instances, parents will be counseled to bring their child for an interview. In cases of severe anxiety, early action will result in a return to normal. Parents will recognize rather soon whether or not their attempts to help their child have been successful.

If the sleeping problem continues for more than a few nights, if the clinging behavior does not diminish, if the fears become worse, it is time to ask for professional advice.

Mental health professionals are specially trained to help people in distress. They can help parents cope with and understand the unusual reactions of their child. By talking to the parents and child either individually or in groups, a child's fears can be overcome more easily.

Some parents are reluctant to consider seeking the help of a mental health professional or a clinic. However, more and more people are becoming aware that there is no stigma attached to seeking help. It is a way to avoid severe problems.



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April 27, 1988

Charles H. Walker, Senior Analyst
Division of Emergency & Disaster Service
1912 East Park
Pierre, South Dakota 57501

Dear Mr. Walker:

Thank you for your letter of April 20. As you requested, we are happy to grant permission for you to reprint our booklet, "Coping With Children's Reactions to Earthquakes and Other Disasters," for the purpose outlined in your letter. In reference to your statement that you would like to include the information in your emergency planning document, we would like to say that we prefer the booklet be copied as is and not taken out of context. We have found the material to be most helpful when it is read in its entirety rather than using excerpts from the booklet.

We are pleased you find the pamphlet useful and wish you every success with your emergency planning efforts.

Sincerely,

Stephen J. Howard, Ph.D.
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